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ABSTRACT

Developed as part of an assessment of the need for a new Polk County Isothermal Community College campus, this report provides the results of a study conducted to determine the nature and extent of the need for postsecondary education in Polk County and to recommend cost-effective, quality-conscious strategies to meet identified needs. Chapter A presents an overview of the regional setting, providing information on neighboring population centers, the Polk County government, and neighboring postsecondary educational institutions. Chapter B looks at the demographic characteristics of the county, considering population distribution, projected changes in population, the educational level of the population, income data, and the implications of this information. In chapter C, economic and employment information is presented in terms of land use and employment characteristics, spending patterns, employer training needs, unemployment rates, and economic development efforts. Chapters D and E examine findings from surveys of high school seniors and their parents, and of recent high school graduates. After chapter F presents a profile of the programs and enrollments at Polk Campus, chapter G offers results of a household survey of educational interests and attitudes. A physical plant analysis is provided in chapter H, followed by an overview of the governance, programs, and funding of North Carolina community colleges in chapter I. Chapters J and K summarize findings and present conclusions and recommendations. The survey instruments are appended. (LAL)

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Adult Educational Needs Assessment

REPORT of the Polk County Task Force

June 1984

ACKNOWLEDGEMENTS

The Polk County Task Force for Adult Educational Needs Assessment wishes to acknowledge the following persons, groups, agencies and organizations. Without their assistance, support and cooperation this study could not have been accomplished.

Polk County Campus I.C.C. Foundation, Inc.

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Board of Education, staff and students of Tryon City Schools

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FOREWORD

In the fall of 1982, a prospectus setting forth the need for a new Polk County I.C.C. Campus was made public. About the same time, our County Commissioners gave a 10½ acre plot--adjacent to St. Luke's Hospital on Route 108--for the creation of a new campus. A campaign to raise $1,950,000 was launched by the Friends of the College and other interested persons.

As is normal, public debate on the proposal began in and out of the press. A series of Letters to the Editor by a concerned group asked thought-provoking questions and sought statistical data on present usage of the facility and its programs at the present site. They were not opposed to the new campus but sincerely felt that the most intelligent decisions could only be made if a comprehensive needs assessment were undertaken before final decision-making took place.

In a series of meetings, it was agreed that further fund raising efforts should cease until a comprehensive Needs Assessment Study could be completed. A carefully selected group of twelve persons, representative of varying present viewpoints, agreed to serve under this self-imposed mandate:

> "To determine the nature and extent of need for post-secondary education in Polk County which can be met within the statutory mandate of North Carolina Community Colleges and to recommend cost-effective, quality-conscious strategies to meet those identified needs."

Since last December, this entirely volunteer group has been diligent and untiring in the time and effort given to the task. It is likely that no other study has duplicated this in-depth analysis of Polk County's needs respecting post-high school education. The study can serve as a guide for future educational planning.

It has been estimated that committing this study to an outside consultant organization would have cost from $30-40 thousand dollars. Our budget of about $3,000 was funded by the Polk County Community College Foundation, with the understanding that the Trustees of the Foundation and the staff of the College would in no way attempt to influence the findings.

The facts in this study will speak for themselves; opinions about future post-secondary education planning should await a careful study of this complete report.

For the Task Force

H. Bruce Palmer

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PREFACE

The first objective of the Task Force was to develop a research design which specified the data needed by the group to fulfill its stated purpose. That research design, in outline form, has become the Table of Contents for this report.

The research design identified 7 groups judged to represent the county's post secondary educational needs. A survey instrument was developed for each of these groups. These groups and the number and percentage of each group to be surveyed are shown below.

Table i-1

Groups And Population To Be Surveyed

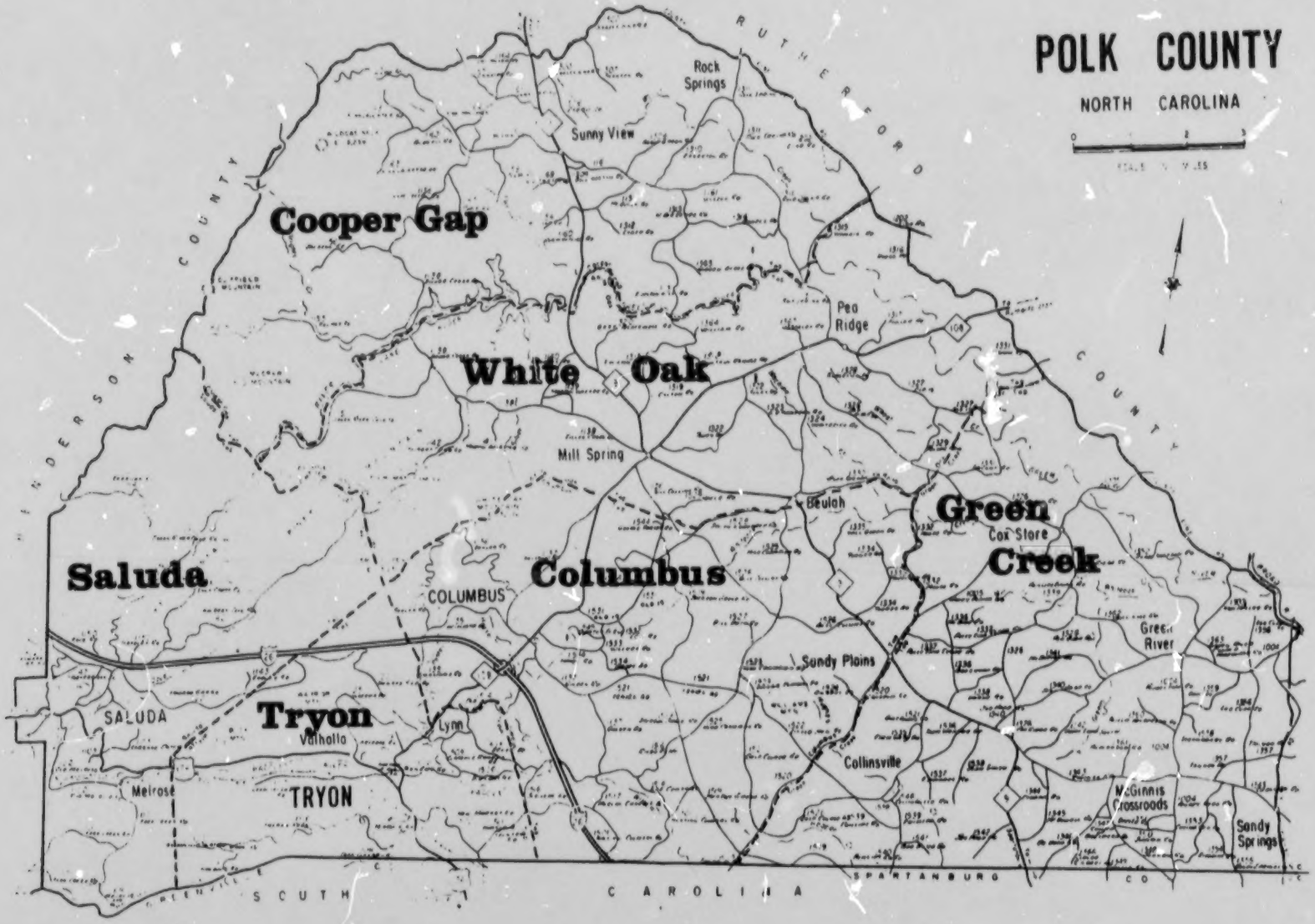
Group	Number	Percent of Total
Polk County Adults	1,586	17%
Employers/Proprietors	220	100%
Unemployed Persons	61	20%
Current Polk Campus Enrollees	799*	100%
Recent High School Graduates ('81, '82, '83)	492	100%
Current High School Seniors	135	100%
High School Seniors' Parents	135	100%

*note: duplicated head-count, source, Polk Campus, I.C.C.

The survey instruments underwent several revisions in the course of development, as well as review by a reading consultant, the Polk Campus administration, and the North Carolina Department of Community Colleges. However, the Task Force is solely responsible for their content. The principal survey of Polk County adults was also field tested and revised prior to printing.

As the research design required the cooperation and support of, first, the Polk County and Tryon City Boards of Education, and subsequently, the Polk County Board of Commissioners, the research design was reviewed with each of these boards. Each board, in turn, adopted supporting resolutions endorsing the Task Force and the research design and pledged appropriate support and cooperation. (See Appendix)

The surveys were distributed during the period March 7-28, 1984. The procedures followed on each survey will be described in the section discussing that particular survey. Statistical tests were performed on data, for significance and/or reliability, whenever it was deemed appropriate, throughout this report. These will be mentioned only in those instances where it is deemed to be of particular importance.



(Figure A-1) TOWNSHIPS OF POLK COUNTY

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CHAPTER A

REGIONAL SETTING

GENERAL INFORMATION

Polk County, consisting of 238 square miles, located in southwest North Carolina in the foothills of the Blue Ridge Mountains, is bounded on the north and west by Henderson County, on the east by Rutherford County, and on the south by South Carolina. Elevations range from 3,239' in the northwest of the county to 700' in the east. Timber, woodland, and mountain acreage comprise 70% of the 150,000 acres.

The major transportation arteries are Interstate 26 which provides a major route from Henderson County in the west to Spartanburg, S.C., in the south; U.S. 176 which runs west to south, almost parallel to I-26, linking Tryon to Saluda and Hendersonville to the west, and to Landrum, S.C., to the south; N.C. 9 which runs through the county giving north and south access; and N.C. 108 which runs northeast and southwest, linking Polk County to Rutherford County. An extension of U.S. 74 from Rutherfordton to Columbus, cutting southwest through Polk County, has been approved. The interchange at I-26 and a few miles around Columbus have been completed.

Other county transportation systems are The Norfolk and Southern Railway and eleven interstate motor carriers. Trailways buses travel U.S. 176 on a daily schedule providing passenger service.

NEIGHBORING POPULATION CENTERS

County	Population	City or Area	Population
Henderson	58,580	Greater Hendersonville	31,525
Rutherford	53,787	Tri-Cities (Rfdtn, Spindale, Forest City)	15,398
Greenville	287,913	Greenville (City)	58,000
Spartanburg	201,553	Spartanburg (City)	44,000

Information reference: 1980 Census and Hendersonville Chamber of Commerce

POLK COUNTY GOVERNMENT

Governance

Polk County is governed by a three-member Board of Commissioners, elected to a two-year term. The candidate receiving the most votes serves two (2) two-year terms. Thus, two seats are vacated prior to each election and the carry-over member provides continuity. The Board is assisted by a full-time County Manager.

Finance

The 1983-84 Polk County budget anticipated revenues of $3,234,177 from the following sources:

Property Tax	$1,976,099	(61%)
Federal & State Grants	393,578	(12%)
Intangibles Tax	380,000	(12%)
Sales Tax	220,000	(7%)
Revenue Sharing	126,000	(4%)
Interest, Fees, Permits, etc.	138,500	(4%)
	$3,234,177	100%

The county expenditures anticipated in the 1983-84 budget are:

Schools		
Polk County Schools	$790,889	(26%)
Tryon City Schools	241,900 *	(8%)
Polk Campus, I.C.C.	16,592	(.5%)
Social Services	548,294	(18%)
Governing Body	384,899	(13%)
Sheriff & Courts	308,478	(10%)
Health	305,758	(10%)
Recreation & Library	116,803	(4%)
Public Buildings	114,382	(4%)
Special Appropriations	49,679	(2%)
Agriculture Extension	43,016	(1%)
Hospital Debt Service	94,000	(3%)
Grant Match	43,000	(1%)
Other	5,329	(>1%)
Total	$3,063,019	100%

* Tryon City Schools receive an additional local levy, anticipated at $120,000 for the current (1983-84) fiscal year.

Polk County will spend on Polk Campus, in addition to the figures shown above, an estimated $9,000 on such things as insurance, utilities, building space, etc. (Some of these indirect costs and in-kind contributions are estimates.) Stated another way, Polk County will expend 0.85% of the total county budget for post-secondary education. The comparable figures for Henderson (Blue Ridge Tech) and Rutherford (Isothermal Community College) Counties are 2.77% and 7.72% respectively, as shown in Table A-1

Table A-1

County Effort for Community College / Technical Institute as a Percent of Total County Budget

County	'83-84 Budget	Institution	Amount	% of Budget
Polk Co.	$ 3,063,019	Polk Campus, I.C.C.	$ 26,000	0.85%
Henderson Co.	17,446,731	Blue Ridge Tech	483,002	2.77%
Rutherford Co.	11,862,892	Isothermal Comm. Coll.	915,657	7.72%

Source: County Finance Directors

Polk County's Tax Base

It is realized that total tax rates vary among the county's townships and municipalities for a variety of township purposes such as fire district, police, education, etc. The county-wide tax base of Polk County is currently estimated to be approximately $281,500,000. For example, a levy of 1¢ per $100 of assessed valuation will generate $28,150 for the county. That same 1¢ per $100 levy would cost a home-owner, whose home has an assessed valuation of $50,000, $5 per year.

NEIGHBORING POST-SECONDARY EDUCATIONAL INSTITUTIONS

The locations of the following post-secondary institutions are shown on the accompanying map (Figure A-2).

Schools Offering 2-year Programs

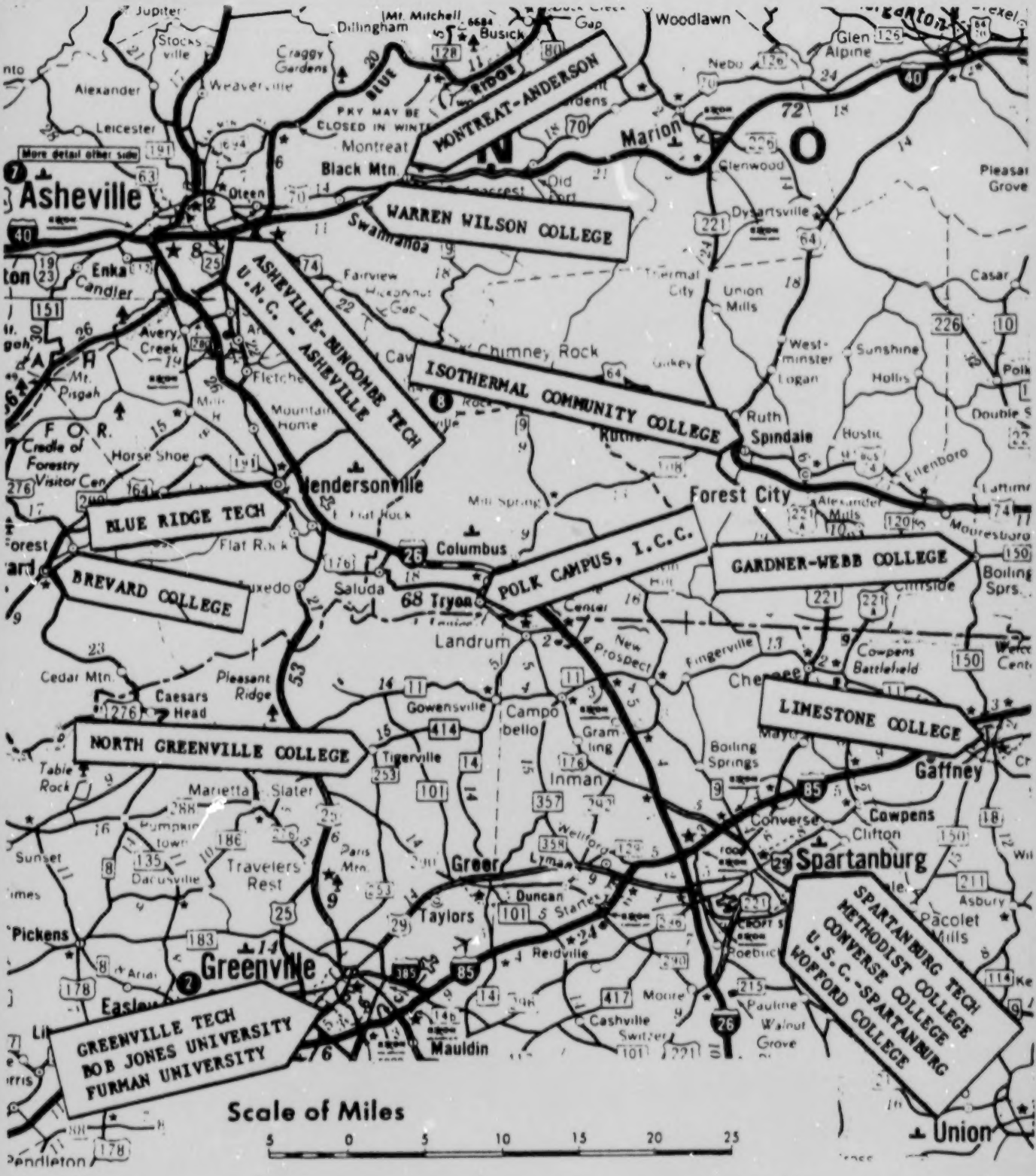
Asheville-Buncombe Tech, Asheville, N.C.
Blue Ridge Tech, Hendersonville, N.C.
Brevard College, Brevard, N.C.
Isothermal Community College, Polk Campus, Tryon, N.C.
Isothermal Community College, Spindale, N.C.
Montreat-Anderson College, Montreat, N.C.

Greenville Tech, Greenville, S.C.
North Greenville College, Tigerville, S.C.
Spartanburg Methodist College, Spartanburg, S.C.
Spartanburg Tech, Spartanburg, S.C.

Schools Offering 4-year Programs

Gardner-Webb College, Boiling Springs, N.C.
U.N.C.-A., Asheville, N.C.
Warren Wilson College, Swannanoa, N.C.

Bob Jones University, Greenville, S.C.
Converse College, Spartanburg, S.C.
Furman University, Greenville, S.C.
Limestone College, Gaffney, S.C.
U.S.C.-S., Spartanburg, S.C.
Wofford College, Spartanburg, S.C.



(Figure A-2) REGIONAL INSTITUTIONS OF POST-SECONDARY EDUCATION

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CHAPTER B

DEMOGRAPHIC CHARACTERISTICS OF POLK COUNTY

BACKGROUND

Comparison with Other Counties in North Carolina

Polk County is a county of extremes as compared with the other 99 counties in the state. It stands apart in several different ways:

-- Size. It doesn't have many people. Mecklenburg County has 31 times the Polk population. Polk, with its 13,000 persons, stands 87th in the state in population; only 13 are smaller.

-- Income. Polk County is well-off from the standpoint of per capita income; per capita income is higher in only five large suburban counties. Yet, in terms of median household or family income, 40 counties are higher than Polk.

-- Age of its citizens. At about 39 years, the median age of Polk County residents is the highest of any county in North Carolina; the lowest, Onslow County, is only 23.

These extremes add to the complexities of governing and educating. On the other hand, when financial resources and will are available, management and governing problems can be eased.

Data Sources

The data and discussion that follow describe in detail characteristics of the Polk County population. Where considered useful, comparative data are presented for adjoining Rutherford and Henderson Counties. For data sources, see Bibliography.

The Bureau of Census data are based on the 1980 census; most of the North Carolina Office of Management and Budget data seem to be of the same date. The Sales and Marketing Management statistics appear to be projections to 1982. Differences between these source estimates are small, however. For example, the Polk County population is placed at 12,984 for 1980, while the

S&MM estimate is 13,400, about a 3 percent increase. So if one wishes to "improve" the 1980 estimates, a 3 to 5 percent increase would not seem to be out of order. One should be able to assume that the relative arrangement of values would remain the same.

POPULATION DISTRIBUTION

By Township

The data available describing the population of each township (Table B-1) is from the 1980 census. As of that date, Tryon township, with a population of 3712, is largest, representing about 29 percent of the population of the county. Cooper Gap and Saluda, the smallest townships, each have about 10 percent of the county population. It should be noted that there is great variation in the median age within townships, ranging from about 30 years for persons in White Oak and Cooper Gap, to 52.5 years for Tryon township residents. (While not shown, Tryon City residents have a median age of 53.8.)

Population data for the two North Carolina counties adjoining Polk are not tabled. Rutherford County population is 53,787, with median age 32.5; Henderson County has a population of 58,580, and a median age of 35.6.

Table B-1

Polk County Population by Township

Township	Male	Female	Total	Under 18	65 & Older	Median Age	Households
Columbus	1550	1691	3241	717	658	40.6	1268
Cooper Gap	603	633	1236	369	136	29.9	436
Green Creek	1053	1097	2150	621	303	31.9	748
Saluda	591	653	1244	308	253	36.3	449
Tryon	1646	2066	3712	624	1155	52.5	1641
White Oak	701	700	1401	448	159	29.8	466
Totals	6144	6840	12,984	3087	2664	38.4	5008

Source: Census, General Population Characteristics

Age

Additional description of distribution by age and sex is shown for the entire county in Table B-2 (more refined age distribution for each township was not available, but can be inferred from the

median age values in Table B-1). Those persons 65 and older account for a fifth of the county population; as will be shown later, that proportion is increasing.

As should be expected, knowing the historical longevity of women, it is not surprising to see that females make up 53 percent of the county population and 59 percent of those persons 65 and older.

Table B-2

Polk County Population by Age and Sex

Age	Male	Female	Total	Percent	Percent (not incl. 0-16)
0-16	1454	1442	2896	22.3%	
17-28	1058	982	2040	15.7%	20.2%
29-40	935	964	1899	14.6%	18.8%
41-52	762	800	1562	12.0%	15.5%
53-64	847	1076	1923	14.8%	19.1%
65 & Older	1088	1576	2664	20.5%	26.4%
Total	6144	6840	12,984		
Median	36.0	41.5	38.4		

Source: 1980 Census, General Population Characteristics

Race

While the population of the state is about 76 percent white, in Polk County it is about 90 percent (Table B-3). Blacks account for slightly over 9 percent of the Polk County population; black citizens are concentrated in Green Creek, Tryon (principally Tryon City), and White Oak townships. The other three townships have only a few black residents.

Projected Changes in Population

County and Township Changes

Also shown in Table B-3 are population changes that have taken place between 1970 and 1980. All townships except Tryon showed gains over this ten-year period, Cooper Gap and Columbus townships increasing 26 and 22 percent, respectively. Polk County as a whole gained about 1250 residents, for a ten-year increase of 10.6 percent.

How this compares with neighboring Rutherford and Henderson Counties is shown in Figure B-1. The increase in Rutherford was

slightly more (14 percent), but Henderson County's gain of 37 percent meant nearly 16,000 more county residents.

Table B-3

Polk County Population, 1980 Census

Township	Population				% Change 1970-1980
	White	Black	Other	Total	
Columbus	3,197	35	9	3,241	+ 22%
(Columbus town)[a]	(723)	(2)	(2)	(727)	- 1%
Cooper Gap	1,213	14	9	1,236	+ 26%
Green Creek	1,737	410	3	2,150	+ 17%
Saluda	1,216	19	9	1,244	+ 14%
(Saluda town)[a]	(586)	(19)	(2)	(607)	+ 11%
Tryon	3,142	560	10	3,712	- 4%
(Tryon city)[a]	(1,259)	(534)	(3)	(1,796)	- 8%
White Oak	1,243	153	5	1,401	+ 7%
Totals	11,748	1,191	45	12,984	+ 10.6%

[a]Numbers in parentheses are included in the totals for each township.

Source: 1980 Census, General Population Characteristics
1980 Census, General Social and Economic Characteristics, Advance Counts

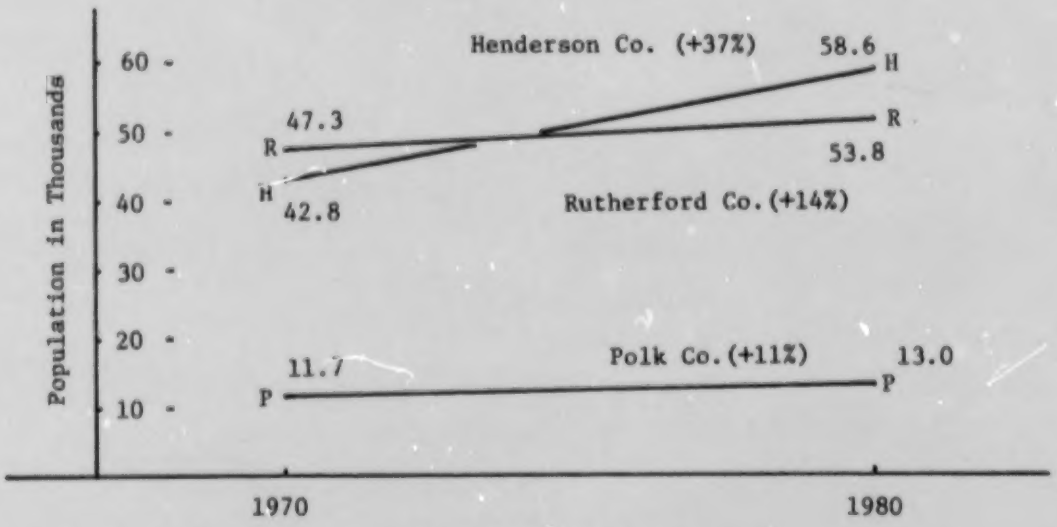

Fig. B-1 Population Growth for Polk and Neighboring Counties, 1970 to 1980

Source: 1980 Census, General Population Characteristics

Population Changes Related to Age

Polk County population changes from 1960 to 1981 for broad age groupings are plotted in Figure B-2. Polk's increase over this period owes principally to the additional numbers of persons 60 and over (rate of increase from 1960 to 1981 is 94 percent), and somewhat less to those 20 to 59 (rate of increase, 1960 to 1981, 24 percent). From 1960 to 1981, there is a loss of 960 persons in the under 20 age group.

As seen on Figure B-2, extrapolations have been made for each curve. One projection is simply an extension of the 1960 and 1981 points; the other is an extension of the 1980 and 1981 points. The fan thus developed can be considered a reasonable range for expected change over the next few years.

It should be noted that, as reported in the Feb. 20, 1984, issue of the Thermal Belt News Journal, the Citizen Leadership Council, Western North Carolina Tomorrow, has made projections that the current Polk County population is 14,304, which is very close to the upper bound county total fan in Figure B-2. (That figure of 14,304, however, is qualified as being an "estimate," not verifiable until another census has been completed.)

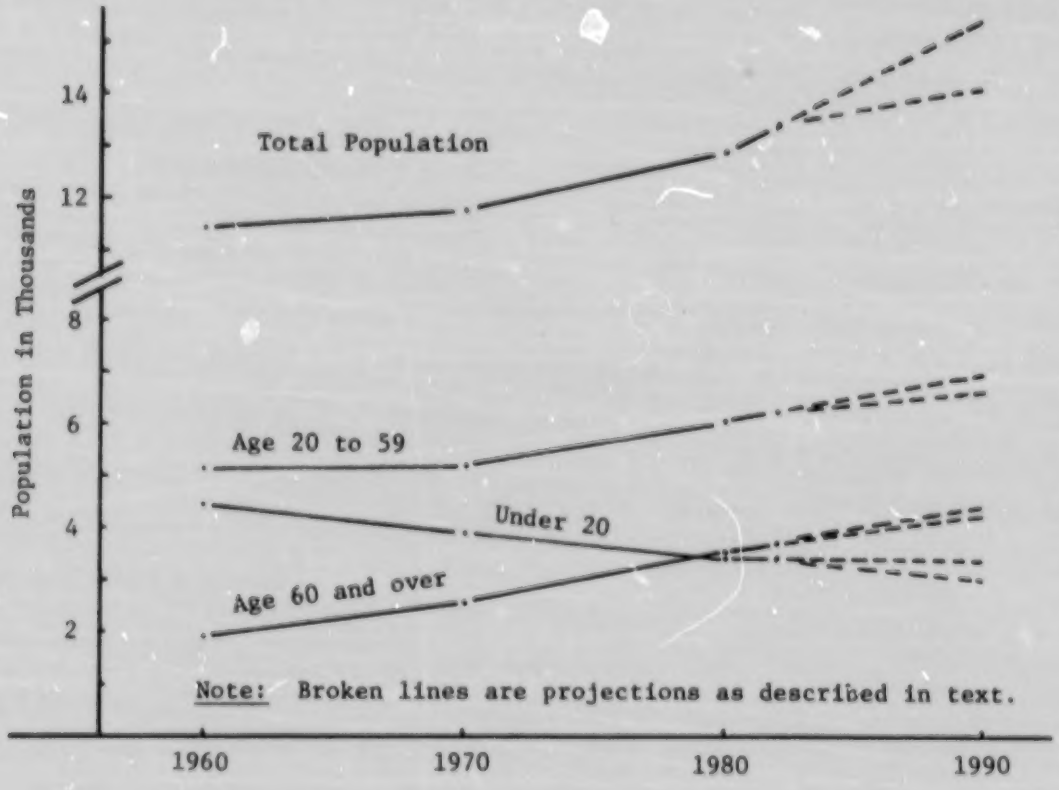

Figure B-2. Changes in Polk County Population within Various Age Groups

County projections (not diagrammed) also have been made by the N. C. Office of State Budget and Management. Those projections are almost identical with the lower bound for the county in Figure B-2; that "Update" document projects a Polk population of 14,235 by 1990. In short, no one knows for sure. Even the "reliable" census has error.

EDUCATION OF THE POPULATION

The Adult Population

The educational levels of persons 25 and older in Polk and neighboring counties (Table B-4) are similar for Polk and Henderson Counties; the level in Rutherford County is somewhat lower. About 60 percent are high school graduates in Polk and Henderson; only 45 percent in Rutherford. About a third of Polk County residents have had some college training; 17 percent have had four or more years of college.

Table B-4

Years of School Completed by Persons 25 and Older,
Polk and Neighboring Counties

	Counties		
	Polk	Rutherford	Henderson
0-8 Grade	25%	31%	20%
High School (1-3 years)	17%	24%	18%
High School Graduate	27%	26%	32%
College (1-3 years)	15%	11%	15%
College (4 or more years)	17%	8%	15%
Total persons	8,727	32,835	38,061

Source: 1980 Census, General Population Characteristics

School Enrollments

Current Enrollments

Availability of students is a consideration for any educational institution. The numbers of Polk and neighboring county residents enrolled in school are shown in Table B-5. Of particular interest in this study is the proportion of students older than the mandatory

school age that are enrolled, viz., those 18 and older:

Polk County	18.3%
Rutherford County	13.7%
Henderson County	15.9%

One can infer that the higher proportion for Polk County students indicates the greater educational interest of older residents in Polk.

Table B-5

School Enrollments for Persons Three Years and Older
for Polk and Neighboring Counties

	Counties		
	Polk	Rutherford	Henderson
Nursery	88	327	496
Kindergarten	140	918	650
Elementary	1518	7027	7201
High School	762	3427	3601
College	381	1342	1489
Total	2889	13,041	13,437

Source: 1980 Census, General Social and Economic Characteristics

Projection of Numbers of High School Graduates

It was seen in Figure B-2 that the numbers and proportion of the population 20 and under are declining. It would be expected that the numbers of high school graduates will decline as well, as is shown in Figure B-3. The number of Polk County high school graduates projected drops from 155 in 1983 to 130 in 1992, about a 12% change. The numbers projected result in a jagged curve, so a moving average has been computed and plotted (the broken line). It appears then that, unless there is some dramatic reversal in population trends, the demand for physical space and educational personnel for elementary and secondary schools will be reduced. (It is recognized that in some Polk County schools, present facilities may not be adequate.

Interest in Education

In discussing Table B-5, School Enrollments, it was inferred that Polk County residents' education interests were somewhat higher than those of residents of neighboring counties. Similar deductions can be made from data in Table B-6. It is seen that

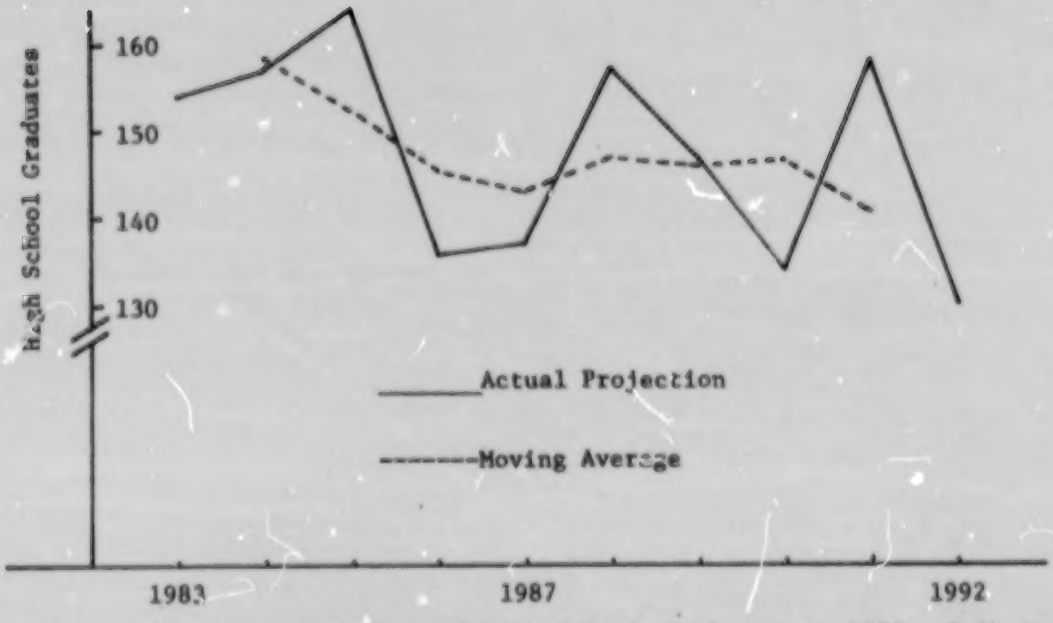

Fig. B-3 Projection of Numbers of High School Graduates to 1992 - Polk County
Source: North Carolina Public Schools, Statistical Profile, 1983

a smaller proportion of persons under 25 (32 percent) not in school are not enrolled (hence, a higher proportion are enrolled), and that a higher proportion (529, 5.3 percent) 18 and older are enrolled. (The way in which these statistics are presented in the census publications makes for an awkward overlap of information, it is realized.)

Table B-6

School Enrollment of Persons of Nonmandatory School Age,
Polk and Neighboring Counties

County	Population	Enrollment Characteristic	Percent
		Persons under 25 not in school	
Polk	4,249	1368 not enrolled	32%
Rutherford	20,978	7921 not enrolled	38%
Henderson	20,519	7082 not enrolled	35%
		Persons 18 and older enrolled in school	
Polk	9,897	529 enrolled	5.3%
Rutherford	38,456	1782 enrolled	4.6%
Henderson	43,549	2133 enrolled	4.9%

Source: 1980 Census, General Social and Economic Characteristics

INCOME

Family/Household Income

It is difficult to find consistent figures on family or household income; family and household are defined differently by separate agencies. Furthermore, these income values tend to be updated more frequently, as economic conditions change and the value of the dollar changes. The figures reported in Table B-7 are from a report dated August, 1983, but yet states that they originate in 1980 census data. At any rate, the relationships among counties will usually remain consistent.

According to the report cited, median annual income ranges from Wake County's $21,977 to Madison County's $9,519. As noted at the beginning of this chapter, Polk County, with an annual median family income of $15,956, ranks 39th among the 100 counties. About 8 percent of Polk families have annual incomes exceeding $40,000. Rutherford County, at $15,595, ranks 47th, and Henderson County, at $16,503, ranks 30th.

Table B-7

Annual Family Income--Polk and Neighboring Counties

Income	Counties		
	Polk	Rutherford	Henderson
$ 0- 9,999	28%	27%	25%
10,000-19,999	35%	40%	38%
20,000-29,999	21%	23%	22%
30,000-39,999	9%	7%	9%
40,000-49,999	4%	2%	3%
50,000 or more	4%	2%	3%
[a]Median	$15,956	$15,595	$16,503

[a]The source of these data is the Office of State Budget and Management, N. C. State Data Center, Technical Report No. 3: Summary Statistics for Selected Areas, 1980 Census of Population and Housing, August 1983. Median family income figures vary among different reporting agencies, owing to how "family" and "household" are defined. Sales and Marketing Management, another reliable and much used data source, in its July 1983 issue, reports median household "Effective Buying Income" figures of $17,664 for Polk County, $16,661 for Rutherford County, and $19,001 for Henderson County.

Per Capita Income

However, per capita income is another story, since it is an average, rather than the midpoint of the income distribution, as the median is defined. The range of per capita income among the

100 counties is from $9,737 in Mecklenburg County to $3,677 in Hyde County. Polk County is fortunate to have a significant number of high income residents; this influences the median little, but has significant influence on the per capita figure. Polk, at $8,229 per capita, ranks 6th among the counties; Rutherford, at $6,569, ranks 51st, and Henderson, at $7,928, ranks 8th.

Poverty Level

It is reported (State Data Center Technical Report No. 3) that 10 percent of Polk County families have incomes below the national poverty level. Polk is better off in this respect than 71 other counties. Our neighboring counties differ little from Polk in the proportion of families at this income level.

IMPLICATIONS

The facts reported have implications for the planning, education, and recreation needs of Polk County citizens:

1. Polk County has gained and is continuing to gain a large number of older persons who have special educational and recreational needs and interests; in contrast with this gain is a projected decline in persons under 20.

2. Polk County is relatively small in numbers, so both the human resource and government resource base is small and limited.

3. However, the Polk County population is rich in educated people, rich in a wide range of vocational experience represented, rich in culture, rich in numerous talents, and in the number of generous citizens having high incomes and considerable wealth. All of these compensate for its smallness and limited numbers.

CHAPTER C

POLK COUNTY ECONOMY AND EMPLOYMENT

LAND USE CHARACTERISTICS

Polk County is a rural area of forests and farms. Its population density, at 56 persons per square mile (Table C-1), is only a little more than half that of Rutherford County and a third that of Henderson. Farms account for 16 percent of the land area; in Henderson County that proportion is nearly twice as high. Farm income per unit of land area is six times as great in Henderson County ($120,717 per square mile) as in Polk ($20,151 per square mile). Polk County derives a much higher proportion of income from forest products than do the adjoining counties. (See Table C-1)

Table C-1

Land Area, Agriculture, and Forestry Income -- Polk and Adjoining Counties

	Polk	Rutherford	Henderson
Land Area (sq. mi.)	239	563	378
Population Density (per sq. mi.)	56.1	96.9	160.3
Farms and Land in Farms			
Farms	193	615	647
Acres in Farms	24,968	72,698	68,182
Average Size of Farms (acres)	129	118	105
Percent of Land Area	16.3%	20.2%	28.2%
Cash Receipts from Farm, Farm Government Payments, and Forest Products - 1981 ($000)			
Crops	2,766 (46%)	5,406 (42%)	34,610 (75%)
Livestock, Dairy & Poultry	2,018 (34%)	6,218 (48%)	10,984 (24%)
Government Payments	32 (1%)	126 (1%)	37 (---)
Forest Products	1,147 (19%)	1,259 (9%)	573 (1%)
Total	5,963	13,009	46,204

Source: Center for Improving Mountain Living, WCU

CHARACTERISTICS OF EMPLOYMENT

Kind Of Work

In comparison with adjoining North Carolina counties, Polk has a smaller proportion of its population (1981 estimate) in the work force than Rutherford, and a higher proportion than Henderson:

	Polk Co.	Rutherford Co.	Hend. Co.
Population	13,416	54,541	60,606
Work Force	5,800	27,440	24,730
Percent in Work Force	43.2%	50.3%	40.8%

The lower proportion of employed persons in Polk and Henderson Counties reflects the larger number of retirees who have settled in these two counties.

Table C-2 shows some of the characteristics of the work force in each of the three counties. The proportion of employed persons has been rising in all three over the 1980-1981 period of measurement, increasing more for Polk (11.3 percent overall) than for the other two. This suggests that while it has been commonly observed that there is an increase in the older, retired population, there also has been an increase in the "working" population. (This has already been demonstrated in Fig. B-2.) That increase has been among the nonagricultural wage and salary persons; there has been a decline in agricultural employment over that period. The industries showing increase were manufacturing (5.2%), construction (6.2%), and services (13.3%).

Table C-2

Labor and Employment Estimates, Polk and Adjoining Counties, With Percent Change, 1980-81

	Polk		Rutherford		Henderson	
Civilian Labor Force[a]						
Total Employed	5,800	+11.3%	27,440	+7.7%	27,080	+9.5%
Unemployment Rate	8.3%		6.9%		5.2%	
Agricultural Employment	160	-5.0%	350	-7.9%	750	-7.4%
Non-Agricultural Wage and Salary	4,460	+12.6%	22,700	+9.1%	22,160	+10.4%
All Other Non-Agricultural	870	+3.6%	2,500	+2.0%	2,750	+3.0%
Industry Employment By Place Of Work[b]						
Manufacturing	1,220	+5.2%	10,450	+0.9%	6,710	+2.0%
Construction	170	+6.2%	580	-10.8%	1,380	+9.8%
Transportation, Commun. & Utilities	40	-0-	730	+5.8%	740	+7.2%
Fin., Insurance & Real Estate	120	-0-	580	+9.4%	480	-4.0%
Services	940	+13.3%	1,940	+9.0%	2,880	+5.1%
Government	460	-2.1%	2,410	+7.1%	2,870	-0-
Other Non-Manufacturing	20	+100.%	60	-0-	70	-12.5%
Trade	430	-6.6%	2,840	+0.4%	3,860	+4.0%

a/Data based on place of residence; 1981 estimates.

b/Industry segments are not additive to the non-agricultural wage salary employment shown under "Civilian Labor Force" since labor force data are by place of residence.

Source: Center for Improving Mountain Living, WCU; 1980 Census

Trade dropped 6.6 percent over that one-year period. It should be noted also that trade accounts for only 8 percent of total employment in Polk, as compared with 11 percent in Rutherford and 15 percent in Henderson.

The marked increase in services is of special interest when one considers that persons in this category of employment account for 16 percent of the Polk County work force; this contrasts with 7 percent for Rutherford and 11 percent for Henderson.

Location Of Work

Forty-two percent of employed persons in Polk work outside of the county, as compared with 14 percent for Rutherford and 20 percent for Henderson:

	Polk	Rutherford	Henderson
Workers in County of Residence	2,754	18,879	17,166
Workers Out of County	2,021	3,138	4,402
Place of Work Not Reported	438	1,042	1,626
Percent of Workers Out of County	42%	14%	20%

As was noted earlier, trade accounts for a much smaller proportion of the Polk employed population. It will be shown later that a much smaller proportion of spendable income is spent in Polk. All of these facts come together logically: Many folks work outside the county; they do their buying outside as well.

Table C-3

Insured Employment, Recruitable Labor -- Polk and Adjoining Counties (1982)

	Polk	Ruther-ford	Hender-son	Percent Change 1981 - 82 Polk	Ruth	Hend
Total Insured Employ[a/]	3,133	18,411	17,937	-5.6	-3.9	-0.7
Insured Employ in Manu.	1,115	5,914	6,392	-7.9	-4.2	-0.1
Est Recruitable Labor for Indus Dev 1982	265	1,694	2,362	NA	NA	NA
High School Graduates Entering Labor Force	55	178	266	27.9	-4.8	19.8

[a/] Insured employment is the total number of persons employed by firms covered by the Employment Security Law, which generally covers employers of one or more persons with quarterly payrolls of $1,500 or more, non-profit organizations with four or more employees who work 20 or more weeks of a calendar year, and state hospitals and universities.

Source: Center for Improving Mountain Living, WCU

Insured Employment

Persons employed by firms covered by the Economic Security Law are insured against unemployment. In Polk County (Table C-3), this includes 3,133 persons or about 57 percent of the employed labor force. The insured labor population is somewhat higher in adjoining counties, 72 percent in Rutherford County and 70 percent in Henderson. The number insured has declined in the 1980-81 period in all counties, but somewhat more in Polk. It is likely that the lower proportion in Polk comes about because of the large number of small businesses in the county that do not pay into that reserve contingency fund. It can be reasoned that this would contribute to unease among those so employed. Also, it would be suspected that this would contribute to a more mobile and less steady labor supply.

Two other items of data from Table C-3 highlight the extremely limited Polk County labor supply. The estimate of recruitable labor available is 265 persons, and the estimated number of high school graduates that would enter the labor force in 1982, the year examined, was 55. This represents a very small available labor pool from which to draw should a new business or industry be considering locating in Polk County.

SPENDING PATTERNS

The publication Sales and Marketing Management provides interesting data on how residents of Polk and adjoining counties spend their money (Table C-4). The table shows retail sales within each of the three counties. For example, stores in Polk County selling furniture, furnishings, and appliances sold

Table C-4

Spending Patterns for Polk and Adjoining Counties -- 1982 ($Millions)

	Polk	Rutherford	Henderson
Food	10.3	45.7	74.2
Eating and Drinking	3.2	10.9	16.0
General Merchandise	3.8	18.2	22.8
Furniture/Furnishings/Appl.	.9	11.0	8.6
Automotive	5.3	52.5	65.7
Drugs	1.8	12.1	14.5
Other	9.4	46.5	104.2
Total Retail Sales	34.7	196.9	306.0
Effective Buying Income	112.3	381.6	536.4
Retail Sales as Proportion of EBI	31%	52%	57%

Source: Sales and Marketing Management

$0.9 million worth of goods in 1982, stores in Rutherford sold $11 million worth, and so on. Total retail sales is the sum of of the sales of all retail establishments in the county. Effective Buying Income (EBI) is roughly the per capita income of county residents multiplied by the number of residents in the county.

The bottom line of percentages, "Retail sales as a proportion of EBI," is quite revealing. Retail sales in Polk County account for 31 percent of the county EBI; in Rutherford, 52 percent, and 57 percent in Henderson. This should not be interpreted as Rutherford and Henderson County folks buying more. Rather, it appears that Polk Countians are going outside the county to do much of their buying. Why? - shortage of viable retail outlets in the county and the high proportion (42%) of the county employed working (and shopping) out of the county?

EMPLOYER TRAINING NEEDS

Survey Method

A questionnaire requesting information on educational and training needs was distributed to 220 Polk County community business and industry establishments. ("Community" in this sense included some plants in Landrum, S.C.) Responses were received from 59 (27%), accounting for 1,216 currently employed persons. It is estimated that the employed population in the combined Polk County/Landrum area is about 6,800, so the responses can be said to represent about 18 percent of the employed population. However, 1,006 of the 1,216 persons represented are employed by the seven larger industries that responded.

Those responding can be grouped as follows:

- 11 Retailing establishments, 1 to 8 employees
- 11 Real Estate/financial/insurance/bank/law offices, 2 to 9 employees
- 8 Manufacturing establishments, 4 to 387 employees
- 7 Health care and professional health organizations and practitioners, 2 to 129 in size
- 5 Automotive-service related, 1 to 6 employees
- 4 Service-type establishments, 1 to 5 persons
- 4 Education/art-related organizations, 2 to 9 employees
- 4 Hospitality/hotel/restaurants, 3 to 23 persons
- 2 Utilities, 17 employees (for the one respondent answering this item)
- 2 Newspapers, 4½ to 6 employees
- 1 Municipality, 31 employees

Growth Anticipated

Combined, the 59 firms responding indicated that the number of employees increased about 8 percent over the past year. Growth projected to 1989 was a modest 8 percent increase over the 1984 figure, with half of that projected for 1985.

Training Needs

Many employers have their own training regimen, either within their own establishments, or through professional and trade associations of which they are a part; they expressed little interest at present in training conducted outside the establishment.

Response to the item "List any employment-related training programs which the Polk Campus, ICC, could conduct specifically for your establishment," brought out a listing of 56 employees or potential employees that might need training, plus a listing of a number of subject areas without any numbers assigned. A wide range of subjects were indicated. The extent to which the Polk Campus might be able to accommodate this variety, considering especially the small numbers in most categories, is speculative. We recognize this is a sampling of opinion, yet the sample does represent those interested and motivated enough to return the questionnaire.

The kinds of training suggested, and the numbers in each of the broad categories, are as follows:

Management, Supervisor training, time management -- 14
Services (of various kinds). Appliance repair, auto repair, gunsmithing, cosmetology, hairdressing -- 14
Restaurant Management. Managerial training, menu-planning, food service, cost control -- 12
Office Practice. Typing, word-processing, EDP -- 9
Public Service. Water and wastewater plant operations, basic law enforcement -- 9
Real Estate. Appraisal -- 9
Health Care Services. RN, LPN, radiology technician, diet technician, nurse's aide, medical terminology transcription -- Numbers not complete
Retailing/Merchandising. Business practices, customer relations -- No numbers
Basic Engineering. Engineer technician, drafting -- No numbers

It is suggested that anyone interested in the numbers and kinds of training said to be desired should read the collection of returned questionnaires. It is very difficult to make estimates of this training need since respondents sometimes listed only a general category of jobs, and the numbers of persons needing training were not entered. It appears that comprehensive marketing will be necessary for any of these subject areas to become viable courses for the Polk Campus.

Convenience and Likelihood of Use of Proposed Campus

As in the other surveys, the question of relative convenience and the likelihood of use of the proposed new campus was asked.

Both showed about the same division of opinion; few assessed the proposed location as less convenient:

	More		Less		About The Same	
	#	%	#	%	#	%
Convenience	26	46%	2	4%	29	51%
Likelihood of Attendance	18	39%	4	7%	24	52%

THE UNEMPLOYED

Survey Method

In an attempt to cover all sectors of the population in which there might be persons interested in additional education or training, a portion of the unemployed were interviewed. Many unemployed persons drawing unemployment compensation report to an Employment Security Commission office every two weeks to reaffirm their interest in working and to ascertain if there is work available for which they might be qualified. Polk County has, according to various estimates, about 5,800 persons in the labor force, or about 43 percent of the total population. Of that number, about 310 (5.3%) are said to be unemployed. To sample those unemployed who were reporting to the ESC office in Polk County, interviewers stationed themselves at the ESC office for a two-week period. Most persons reporting there agreed to answer the questions asked in the structured interview.

Profile Of The Unemployed

Sixty-one persons were interviewed. Only 46 planned to live in Polk County for the next six months, so they were the only ones tallied. The characteristics of those tallied were:

-- Residence in Polk County. Thirty-five (76%) have lived in Polk County for 9 or more years.
-- Age Range. Twenty-one (46%) were in the 17 to 28 age range, with another 12 in the 41 to 52 range; age ranged from 17 to 65 plus, with a median age of about 30.
-- Sex. 61 percent of those interviewed were female.
-- Education. 46 percent were high school graduates; 23 percent had one year or more of college, and 13 percent were college graduates.
-- Time Unemployed. Over half had been unemployed a month or longer, 4 as long as a year.
-- Unemployment Benefits. Half had received unemployment benefits before.
-- Ability and Interest Tests. About half had taken such tests; over half indicated interest in additional vocational advisement.
-- Interest in More Education or Training. 86 percent thought they would profit from additional training. About half thought they would need financial aid.

-- **Transportation.** Transportation to such training would be no problem, nor had it been a problem in getting to or holding a job.
-- Previous Work-related Classes at a Community College or Technical School. One-third had taken such training.
-- Kinds of Jobs Held. Half of previous employment can be included in four categories:

18 mill workers
8 store clerks
11 office workers
7 sewing machine operators

Much of the unemployment in these categories can be related to the recent depressed economy, e.g., reduction in force of many of the textile plants in the area, the moving of the operations of the Columbus Shirt Company, and the closing of Peebles in Tryon.

-- Work Desired. A wide range of work was mentioned. Most frequently mentioned were office and secretarial work (10), computer-related work (5), and a plethora of other jobs not easily grouped.

Potential for Training and Retraining

Whether the desires expressed are a potential for vocational education, training, or retraining programs is speculative. The persons interviewed may represent perhaps one-sixth of the total number of the county unemployed. Seven of the 46 were in their 50's and 60's, and it seems doubtful that persons in that age grouping would take vocational courses. It should be remembered also that one-fourth of the total number of persons contacted at the ESC office were from out of the county. They were here seeking work. Since over 40 percent of the employed of Polk County work out of Polk County, it is reasonable to assume that a high proportion of Polk County unemployed will go out of the county to seek work -- and in fact do go to out-of-county ESC offices to report.

The Task Force was generally dissatisfied with the outcome on both the employer survey and the interviews of the unemployed. The majority of unemployed Polk County residents leave the county to report to other offices of the Employment Security Commission. As a result, instead of nearly 100% of the unemployed being represented in this study, less than 15% are represented, a number (46) too small to generalize from.

The poor rate of response from employers, representing 18% of the employed population, may be indicative of a general attitude of indifference toward the services offered by the community college system. To suggest a reason for this indifference would be speculative on our part.

One can expand these findings to the population of unemployed, making many dubious assumptions about the adequacy of the sample, the validity of the interview, the intent and

resolve of the unemployed, whether those older persons in the sample would have any interest in vocational courses, and so on. The safest premise is that the unemployed should not be ignored in planning the educational curriculum/program and in seeking students to whom it can be offered. It is doubtful if any conclusions about the training of the unemployed can be reached until very active and innovative marketing of education and training is undertaken to determine if there truly is a significant number of potential students.

ECONOMIC DEVELOPMENT

The Polk County Economic Development Commission was established in 1977. It operates under the premise that economic growth in the county is proper and necessary for the general good of the county. The Commission is charged with the responsibility for attracting appropriate business and industry. It is the general feeling that any new business or industry should be "light," "service," not "heavy" industry; that the industry should not be detrimental to the environment; that it should not destroy the natural beauty, tranquility, rural ambiance of the area; that it should not cause a great increase in population; and that it should make no heavy demands on county and town sewage disposal and water systems.

It has been said also that a business or industry having unionized employees will not necessarily be welcomed by the larger industries already here. At present, the telephone workers' union is the only viable one in the Polk community. Furthermore, there is perceived to be a marked difference in attitude toward growth between the retirees who have moved to the area and the more native segment of the population -- the newcomers opposed to growth, and the native residents favoring it. The extent to which this perception is valid is not known. It is speculated that the division and difference of attitude truly is not very great, especially if it were appreciated that modest growth could have many presumed quality-of-life advantages attendant to it in terms of more and closer entertainment, recreation, shopping, eating facilities -- which residents now go out of the county to enjoy. In addition, of course, it would have the advantage of providing more employment locally. (It has already been noted that 42 percent of Polk County employed work outside of the county.)

Recognizing the preconditions that "ought" to be observed, the competition for new industry, and the very modest expenditure of public monies allocated to the EDC for its purposes, it is not surprising that new business and industry has been slow in coming to the county. For the past few years, Polk County government funds for the Commission have been on the order of $1,000 per year. In this current fiscal year, a state allocation of $15,000 for two years was made, but it has been released for Commission use only recently.

The attraction of new industry is additionally complicated by the Columbus water and sewerage problems. Some $70,000 needs to be found in order to tap properly the Lake Lanier water source for sufficient new water for Columbus and environs. Also, Columbus presently is operating its sewerage system until the end of calendar year 1985 under a consent arrangement from the State. That is, sewage does not meet state requirements for purity; some industry effluents are altering the pH of the effluent of the entire system to the extent that human waste is not being broken down and processed properly. Understandably, it will be difficult to attract new industry until these conditions are corrected.

Education standards and educational opportunity in an area are other features that new industry will examine closely before establishing itself in a new community. The extent to which this has been attracting or detracting to prospective industry is not known.

(The observations contained in this section are based upon an EDC meeting held March 20, 1984.)

CHAPTER D

HIGH SCHOOL SENIOR AND PARENT SURVEYS

SURVEY METHOD

Starting March 7, 1984, members of the Task Force visited Tryon High School, Polk Central High School, East Henderson High School, Grace Christian School, Spartanburg Country Day School, and contacted the Seventh Day Adventist School in an effort to survey all high school seniors who reside in Polk County. All seniors in attendance the day Task Force members arrived were surveyed.

Each senior received a packet which contained a High School Senior Survey, a Memorandum to Parents of High School Seniors, a Seniors' Parents Survey, and a stamped return envelope, stapled together in the order listed. Senior and Parent surveys bore the same discreet code numbers so that returned surveys could be paired for analysis. Seniors were instructed to remove the Senior survey, complete it, turn it in to the Task Force members present, and deliver the balance of the packet to their parents.

SENIOR SURVEY RESULTS

Plans Following High School Graduation

Of the 135 seniors surveyed, 60 (44%) indicated they would attend a four-year college or university. Of the remainder, 18 (13%) plan to attend a technical school while 29 (21%) stated they would attend a community college. An additional 10 seniors (7%) plan to enter the armed forces and 9 (6%) plan to seek full-time employment. Fourteen seniors (10%) indicated they would work part-time and go to school; 5 of these 14 also indicated the type of school they would attend.

Table D-1

Plans of High School Seniors n = 135

Type of Activity	Number	Percent
4-year College or University	60	44%
Technical School	18	13%
Community College	29	21%
Armed Forces	10	7%
Full-time Employment	9	6%
Part-time Job and School	14	9%

Note: Error in number due to dual responses; error in percent due to rounding.

Career Choices of Seniors

Seniors were asked to indicate the course of study they planned to follow. The results were assembled as stated by seniors and the frequency of same responses was noted. Multiple responses were weighted, i.e., when two career choices were stated, each was tallied as ½. These were then totaled and rounded to the nearest whole number. None, however, was eliminated from the table which follows. Of the 135 seniors surveyed, 20 did not respond or responded "undecided."

Table D-2

Career Goals, Class of '84 n = 115

Career	Number	Career	Number
Accounting	4	Geography	1
Advertising	1	Interior Design	1
Aeronautical Science	1	Industrial Technology	1
Agriculture	2	International Relations	1
Aircraft Mechanic	1	Journalism	1
Architecture	2	Law	1
Auto Body	2	Law Enforcement	1
Auto Mechanic	3	Liberal Arts	1
Baseball	1	Life Science	1
Biology	1	Literature	1
Broadcaster	1	Machinist	1
Business	4	Medical Technology	1
Business Administration	7	Navigation	1
Carpentry	1	Nursing	3
Child Care	1	Physical Therapy	1
Classical Studies	1	Physics	1
Climate Control	1	Pre-Medicine	1
Communication	2	Psychology	2
Commercial Art	1	Real Estate	1
Computer	6	Retailing	1
Cooking	1	Social Science	1
Cosmetology	7	Soil & Wildlife Conserv.	1
Criminal Justice	1	Secretarial	3
Dental Hygiene	1	Tool and Die	1
Drafting	1	Travel Industry	1
Education	12	Veterinarian	4
Electronics	3	Visual Communication	1
Engineering	2	Welding	3
Fashion Design	1	Word Processing	1
Fashion Merchandising	1	Zoology	1
Foreign Language	1		

Consideration of Polk Campus

The Task Force re-examined the responses of those 29 seniors planning to attend a community college following graduation. Of the 29, 13 (45%) stated they were considering Polk Campus. Another item in the survey asked if the new campus were built and operating now, with a broadened academic and technical program, would their attendance be more likely, less likely, or about the same. Of these same 29 seniors, 15 indicated their attendance would be more likely.

Career Aspirations of Technical School/Community College-Bound Seniors

Inasmuch as technical schools and community colleges in North Carolina operate under the same board, statute, funding, etc., and differ essentially in name only, the Task Force felt seniors planning technical schooling and those planning community college attendance could be examined as a group as regards career goals. Thus, the careers indicated were tallied for these two groups of seniors. Of the 47 seniors in these two groups, 3 did not indicate a career choice. Some seniors indicated 2 and 3 choices. All choices were tallied to gain the maximum possible enrollment for each program mentioned. As a result, 44 seniors account for 54 career choices in a total of 26 fields.

Table D-3

Career Goals of Seniors Planning to Attend Technical School or Community College Programs n = 44

Program	Tech	CC	Program	Tech	CC
Accounting	2	1	Electronics	2	
Agriculture	1		Fire Fighting	1	
Airline Industry		1	Interior Design	1	
Auto Body	1	2	Law Enforcement	1	
Business	1	5	Machinist	1	
Child Care	1		Mechanic		3
Climate Control	1		Real estate	1	
Commercial Art		1	Retailing		1
Construction	1		Secretarial		2
Cooking		1	Tool and Die	1	
Cosmetology		9	Transfer Program	1	3
Data Processing	1		Travel Industry	1	
Drafting	1	1	Welding	1	3

Awareness of the Polk Campus Program

Seniors were fairly evenly divided on the question of whether they felt they were adequately informed of program offerings at and through Polk Campus. Of the 135 seniors responding, 64 (47%) felt they were, while 71 (53%) felt they lacked adequate information.

PARENT SURVEY RESULTS

A student's educational plans often do not reach fruition without the parents' concurrence and support. Therefore, a principal purpose of the parent survey was to validate the responses of the senior survey.

Survey Method

Parent surveys were carried home by seniors, along with an explanatory memorandum and stamped return envelope. Upon their return to the Task Force they were paired with their seniors' survey and analyzed for convergence of plans and analyzed separately regarding the proposed new site and their awareness of course offerings at Polk Campus. One further safeguard was taken in this component of the study. A telephone follow-up of 25 non-responding parents was conducted to establish whether there was a significant difference between responding and non-responding parents. There were no significant differences.

Plans Following Graduation

A high level of agreement exists in Polk County between parents and their high school seniors regarding plans for further education after graduation. Of the 36 parents responding, 29 (81%) of the responses matched that of their son or daughter, indicating they would continue their studies, take a job, enter the armed forces, etc. Of those indicating the type of institution they planned their son or daughter to attend, 30 (83%) gave the same response as their child. The level of agreement was slightly lower on the question of whether they were considering Polk Campus. The agreement level dropped to 72% (26 of 35) due to more parents considering Polk Campus than their children.

Proposed Site

Two questions dealt with the proposed location of the new campus. The first attempted to measure the convenience of that location, asking if it would be more convenient, less convenient, or about the same. Of the 35 parents responding, 18 (50%) indicated the new location would be more convenient. Three parents (9%) stated it would be less convenient, and 14 (41%) stated it would be about the same. The second question asked if the new campus would make their child's attendance more likely, less likely, or about the same. Eleven (34%) stated the proposed site would make

attendance more likely, 1 (3%) said less likely, and 20 (63%) stated it would make no difference. Of those parents (23) who stated they were not considering Polk Campus, 11 (48%) stated the proposed site was more convenient, 4 (17%) stated the proposed site would make attendance more likely. Of those parents considering a 4-year college or university, 6 stated the proposed site was more convenient and 2 stated it would make attendance more likely.

Awareness of the Polk Campus Program

In contrast to the seniors, who were about equally divided on their satisfaction with being adequately informed of course offerings at Polk Campus, 26 of 35 parents (72%) felt they had adequate information in this area.

CHAPTER E

RECENT HIGH SCHOOL GRADUATES

SURVEY METHOD

The North Carolina Student Privacy Act prohibits school boards and school staff from providing to any individual, group, or organization a list of graduates' names and addresses. In view of this prohibition, members of the Task Force went to each of the 6 schools mentioned in the preceding chapter with stamped envelopes to be addressed. These were promptly stuffed with an explanatory memorandum, a survey instrument, and a stamped return envelope and mailed. As no list was retained, no follow-up of nonrespondents could be conducted. The classes of 1981-82-83 were surveyed. The rate of response was slightly over 30%.

RECENT GRADUATE SURVEY RESULTS

Plans on Day of Graduation

Of the 137 recent graduates who responded, 52 (38%) stated that on the day they graduated they planned to attend a 4-year college or university, 11 (8%) indicated plans to attend a community college, and 13 (9%) had plans to attend a technical school. Plans to enter the armed forces accounted for 10 (7%) of the respondents, while 33 (24%) stated they planned to take full-time employment. Anticipating part-time jobs and school accounted for 15 (11%) of recent graduates, while "other type of school" and "undecided" accounted for 2 (1%) and 1 (1%), respectively. (See table below.)

Table E-1

Graduates' Plans on Graduation Day

n = 137

Plan	Number	Percent
Four-year college or university	52	38%
Community college	11	8%
Technical school	13	9%
Armed forces	10	7%
Full-time employment	33	24%
Part-time job and school	15	11%
Other type of school	2	1%
Undecided	1	1%

Rate Graduates Followed Through on Plans

An attempt was made to measure the extent and rate at which recent graduates actually did what they planned to do at graduation.

Graduates were asked what they were doing 6 months after graduation and these responses were compared to graduation day plans. Of the 136 graduates responding to this item, 96 (70%) had carried through on their plans, 39 (29%) had changed course in the six months following graduation, and 1 (1%) gave no response. (See table below.)

Table E-2

Graduates' Rate of Follow-through

n = 136

Plans	Number	Percent
Unchanged	96	70%
Changed	39	29%
No response	1	1%

Institutions, Career Choices, and Distance from Home

This item in the survey asked a 3-part question: "If you have had further education since high school graduation,

What institution did you attend?

What course of study did you pursue?

What was the distance from your home?"

A total of 93 responses identified 37 institutions and 46 career training choices. The following three tables present the results of this item from the survey of recent graduates.

Table E-3

Institutions Attended by Recent Graduates

n = 93

Institution	Number	Institution	Number
Appalachian State	2	N.C. Central	1
Blue Ridge Tech	5	NCSU	4
Brevard	1	NSC	1
Clemson	1	Presbyterian Nursing (Hosp.)	1
DeVry Inst. of Technology	1	Rutledge	1
Elon College	1	SMC	1
Florida Inst. of Technology	1	Southern	1
Gardner-Webb	3	Spartanburg Tech	4
Greenville Tech	2	UNC	6
Isothermal-Spindale	17	UNC-A	6

Table E-3 (cont.)

Institution	Number	Institution	Number
Isothermal-Polk	11	UNC-C	2
Kings College	1	UNC-CH	2
Leverkusen-Farberschule	1	UNC-GR	1
Liberty Baptist College	1	USC	1
Lees-McRae	1	Vanderbilt	1
Mars Hill	1	VPI	1
Montgomery Tech	1	WCU	5
Montreat-Anderson	1	World College West	1
Naval Training Center	1		

Table E-4

Career Courses Pursued by Recent Graduates

n = 93

Career Course	Number	Career Course	Number
Accounting	3	International Affairs	1
Aerospace Engineer	1	Journalism	1
Auto Body	1	Liberal Arts	3
Bachelor of Science	4	Marketing	1
Biology	1	Mathematics	2
Business	7	Medical Assistant	2
Business Administration	6	Mechanics	1
Business Math	1	Mechanical Engineering	2
Business Management	3	Music	2
Chemistry	2	Nuclear Power	1
Child Care	1	Nursing	3
Civil Engineering	2	Nursing Assistant	1
Communications	2	Political Science	1
Criminal Justice	1	Physical Education	1
Dental Assistant	1	Physical Therapy	1
Data Processing	5	Quarter Master	1
Electronics	1	Underwater Tech	1
Electrical Engineering	4	Respiration Therapy	1
English	6	Real Estate	1
Foreign Language	2	Secretarial Science	6
Gun Smithing	1	Welding	2
Health Service Management	1	Zoology	1
History	1		

Table E-5

Distance to Schools Attended by Recent Graduates

n = 101

Distance	Number	Percent	Distance	Number	Percent
0-15 miles	17	17%	46-90 miles	19	19%
16-30 miles	28	28%	91 + miles	31	31%
31-45 miles	6	6%			

Reasons for Not Attending Polk Campus

Polk Campus has offered a freshman year program since the Fall Quarter of 1981. The majority of Polk County graduates have continued to attend elsewhere. The Task Force asked why recent graduates have not attended Polk Campus. Of the 84 responses to this item, 30 (36%) stated Polk Campus did not offer the desired classes. The desire to leave home was cited by 13 (15%), while another 13 (15%) expressed a variety of concerns regarding quality. Those wanting a bigger school accounted for 9 (11%) of responses and 7 (8%) stated they wanted a 4-year school. "Not Interested," "Armed Forces," "Got Married," "Spindale Closer," "Uninformed of Offerings," "Limited Resources," and "Scholarship Elsewhere" account for the remaining 12 (13%) responses and are shown in the table which follows.

Table E-6

Reasons Recent Graduates Did Not Attend Polk Campus

n = 84

Reason Given	Number	Percent
Did not offer the class I wanted	30	36%
Wanted to leave home	13	15%
Concerned about quality	13	15%
Wanted bigger school	9	11%
Wanted 4-year school	7	8%
Uninformed of offerings	4	5%
Armed forces	2	2%
I.C.C.-Spindale closer	2	2%
Got married	1	1%
Limited educational resources	1	1%
Scholarship elsewhere	1	1%
Not interested	1	1%

Present Activities of Recent Graduates

The Task Force asked recent graduates what they were currently doing. Of the 134 graduates responding to this item, 63 (47%) stated they were attending school while 59 (44%) indicated they were working. The responses "married," "unemployed," "part-time job and school," and "armed forces" accounted for the remaining 12 responses. Graduates who were employed were asked the name of their employer and their job title, as well as whether they were employed in or out of Polk County. The responses are shown in the three tables which follow.

Table E-7

Present Activities of Recent Graduates

n = 126

Activity	Number	Percent	Activity	Number	Percent
Working	59	44%	Unemployed	3	2%
Attending School	63	47%	Part-time job and school	3	2%
Married	4	3%	Armed forces	2	1%

Table E-8

Recent Graduates Working in Polk County?

n = 72

Yes/No	Number	Percent
Yes	30	42%
No	42	58%

Table E-9

Employers/Occupations of Employed Recent Graduates

Employer / Occupation		
N.W. Bank/Teller	Hoyle Jackson/Logger	Ruth'ton Ctr./Nurse Asst.
Cowen Tire/Mechanic	C.Y.P./C.E.O.	Vand. Shirt/Collar Setter
Stonecutter/Winder-2	Stonecutter/Weaver	Bigelow/Creel Hand
Ruth Orig./Sec'y-Recept.	Shear Magic/Cosmetologist	Roses/Clerk
Western Steer/Waitress	Ruff Lumber/Grader-Packer	Honda-Sptnbg./Sales
NCNB/Teller	Tutor at College	Thos. Young/Sec'y
Landrum Mills/Weave Fnn.	McFarland Key/Sec'y	Searcy Yarn/Warehse.

Awareness of Polk Campus Program

The Task Force posed the question "Do you feel you have been adequately informed of classes offered by Polk Campus?" Of the 131 recent graduates responding to this item, 82 (63%) responded, "Yes," while 49 (37%) felt they lacked adequate information.

Proposed Site

Two questions were posed which related to the proposed site. The first was intended to assess the relative convenience of the location on Highway #108 near St. Luke's Hospital. Of the 131 responses, 83 (66%) stated the new site would be more convenient, 4 (3%) less convenient, and 38 (30%) stated there would be no difference in convenience. The second question regarding the proposed

Table E-10

Impact of Proposed Site on Convenience/Likelihood of Attendance

Convenience	Number	Percent	Attendance	Number	Percent
More Convenient	83	66%	More Likely	49	40%
Less Convenient	4	3%	Less Likely	4	3%
No Difference	38	30%	No Difference	70	57%

site dealt with the issue of whether the proposed new facility would make their attendance more likely. Of the 123 responses, 49 (40%) responded more likely, 4 (3%) responded less likely, and 70 (57%) stated the likelihood of their attendance would be unaffected if the new campus were to be built.

CHAPTER F

PROFILE OF POLK CAMPUS PROGRAM AND ENROLLMENT

This chapter will attempt to describe the current program and student body at Polk Campus.

SURVEY METHOD

A questionnaire was designed by the Task Force and submitted to the Polk Campus administration for review. A Master Schedule of classes in session the week of March 21-28, 1984, when the spring quarter curriculum attendance is normally highest, was obtained from Polk Campus. Members of the Task Force, accompanied by members of the Polk Campus staff, working in pairs, distributed the surveys to 59 classes and collected 517 completed forms from all students in attendance on the survey days. The 517 in attendance represented 68% of the 750 enrollees. The surveys were designed so that each person should have been counted only once, no matter how many classes he/she was taking. In several instances the survey instructions were not followed; therefore, there is some duplication in head count. It should be noted that not all respondents answered all questions.

The classes, under the direction of 30 different teachers, were meeting in 19 separate locations around the county. Locations included Polk Campus, the Meeting Place, Green Creek School, Mill Spring School, Polk Central High School, Saluda School, Tryon Elementary School, Tryon Gymnastic Center, Gibson Park, Columbus Fire Department, Green Creek Community Building, Holy Cross Church, Tryon First Baptist Church, Tryon Methodist Church, Log Cabin Originals shop, Tryon Fire Department, and homes of three instructors. This variety of locations is consistent with community college policy of offering programs where the people want them and making use of existing community facilities.

Before discussing programs and program categories, it should be understood that Polk Campus of I.C.C., along with all other community colleges in North Carolina, operating under the policies of the State Board of Community Colleges, provides tuition-free status to citizens over 65 years of age.

Curriculum Programs

General Information

Curriculum programs, offered for credit, include College Transfer, General Education, and Technical and Vocational programs. These programs are offered on a quarterly basis of 11 weeks each during the Fall, Winter, Spring, and Summer Quarters.

During the survey week Curriculum Programs had an attendance of 279, 66% of the total enrollment of 421. Of these 279, 18 indicated they were enrolled in more than one class. Thus, unduplicated head count at the time of the survey was a maximum of 261. To facilitate data tabulation, individual classes were grouped in categories where possible.

Electronic Data Processing (Computer)

The nine E.D.P. classes were grouped together. These included Micro-computer Operations (3 classes), Basic Programming, Advanced Basic Programming, COBOL I, and Computer Assisted Instruction (3 classes). Of 101 enrolled, 83 were present and, therefore, surveyed.

Physical Education

The seven Physical Education (PED) classes were likewise grouped and included Clogging, Golf (2 classes), Physical Fitness (5 classes), and Yoga. Of 174 enrolled, 116 were present and, therefore, surveyed.

Business Education

Business classes included Word Processing and Typing (2 classes). Of 24 enrolled, 11 were present and, therefore, surveyed.

Great Decisions

Great Decisions accounted for 39 surveys of the 67 enrolled.

Traditional Academic Education

Academic courses were also grouped and included Botany, English (3 classes), French, Psychology, and Spanish. Total of surveys was 27 from 45 enrolled in this grouping.

Independent Study

Three students in Independent Study, taking Western Civilization, were surveyed. Ten were enrolled.

All Physical Education (PED) classes are listed as Curriculum because one Physical Education credit per semester is required on College Transfer and General Education programs. Of the 174 persons enrolled in PED classes at the time of the survey, 2 were taking it for credit.

Although curriculum courses are offered for credit toward college transfer and associate degree programs, many students enroll in these classes for their continuing education and not for a grade. This approach may possibly account for the 67% attendance rate.

Of the 421 students enrolled in the classes surveyed March 21-28 and represented in Table F-1, 107 (25%) received grades and 314 (75%) did not. The 107 receiving grades represents 14% of the total enrollment of 773 and signifies, in effect, that 86% of the students of Polk Campus are continuing education students.

Table F-1

Polk Campus Curriculum Program Profile
March 21 - 28, 1984

n = 279

Program Category, Location, (Number of Classes at each)	Surveys Received On Campus	Off Campus	Category Total	% of Total Responses
Electronic Data Processing				
On Campus (4)	28			
Polk Central H.S. (2)		23		
Saiuda School (3)		32	83	30%
Physical Education				
Columbus Field (2)		30		
Green Creek School (1)		13		
Holy Cross Church (1)		15		
Mill Spring School (1)		12		
Tryon Elem. School (2)		33		
Tryon Methodist Ch. (1)		7		
Tryon Elem. School (1)		6	116	42%
Business				
On Campus (3)	11		11	4%
Great Decisions				
Tryon 1st Baptist Church		39	39	14%
Academic Courses				
On Campus (7)	27		27	10%
Independent Studies				
On Campus	3		3	-
TOTALS	69	210	279	100%

Continuing Education Programs

General Information

These non-credit programs provide educational opportunities for adults to learn occupational skills, to upgrade capabilities, and to enrich their lives in general. Continuing Education classes vary in length; thus classes are starting and finishing in a staggered pattern throughout the year. For example, during the survey week of March 21-28, three sewing classes were in session with 23 enrollments. Five weeks later there were seven sewing classes in session with 70 enrollments.

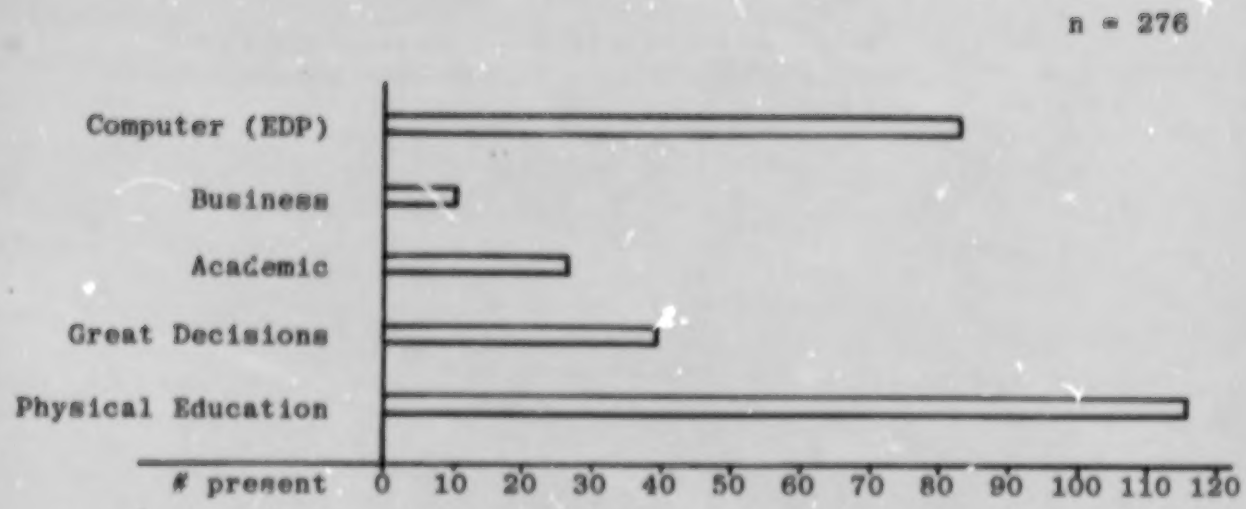

Figure F-1 Cumulative Attendance by Category, Curriculum Classes, March 21-28, 1984

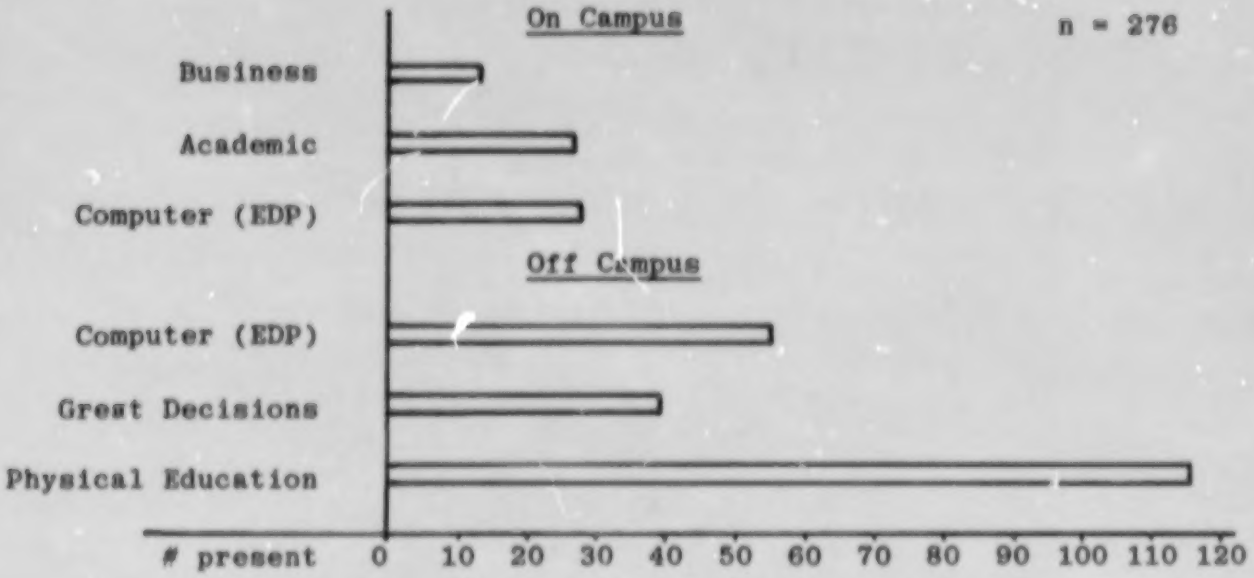

Figure F-2 Cumulative Attendance, Curriculum Classes, by Category, for On and Off Campus Classes, March 21-28, 1984.

During the survey week Continuing Education programs had an attendance of 238 out of 352 enrolled, representing 68% attendance of the total Continuing Education enrollment. Of these 238, 56 indicated that they were enrolled in more than one class. Thus unduplicated head count would be 182.

To facilitate data tabulation, Continuing Education programs were grouped as Crafts and Academic Extension. Public Service classes, Adult Basic Education (A.B.E.) and the Adult High School program were kept in separate categories.

Craft Classes

The Craft Classes were grouped as Crafts On Campus (Sewing), Crafts Off Campus (Basketry, two Tole Painting classes, Woodworking, Quilting, and Oil Painting), and Crafts at the Meeting Place (five Ceramics classes, Oil Painting, Knitting, and Drawing). Of 213 enrolled, **121** (57%) were present and surveyed.

The Meeting Place, a senior center operating six hours per day, five days per week, with transportation and kitchen services, provides space and equipment for programs for seniors. Polk Campus provides the teachers.

Table F-2

POLK CAMPUS CONTINUING EDUCATION PROGRAM PROFILE
March 21-28, 1984

Program Category, Location, (Number of Classes at each)	Surveys Received On Campus	Surveys Received Off Campus	Category Total	% of Total Responses
Crafts				
On Campus (3)	15			
Off Campus (6)				
Instructor's Shop		7		
Instructor's Home		23		
Polk Central H.S.		8		
Gr. Creek Comm. Bldg.		6		
Meeting Place (8)		62	121	51%
Academic Extension				
On Campus (5)	28			
Off Campus (3)				
Tryon 1st Baptist Ch.		14		
Tryon Methodist Ch.		10		
Instructor's Home		7	59	25%
Special Extension Training Programs				
Off Campus (2)				
Tryon Fire Dept.		13		
Columbus Fire Dept.		35	48	20%
Adult Basic Education/Adult H.S.				
On Campus - Indiv. Study	10		10	4%
TOTALS	53	185	238	100%

It is interesting to note that classes on the campus average 5 students in attendance per class, while those meeting off campus average 12 students in attendance per class.

Academic Extension

Academic courses were grouped and included Conversational French, Conversational Spanish, Russian, Sign Language, Folk History, Genealogy, and Botany. Of 85 enrolled, 59 (69%) were surveyed.

Special Extension Training Programs

These classes are tuition-free and are provided to public employees and volunteers through the Community College System. The two classes in this survey were Ventilation for the Tryon Fire Department and Emergency Medical Training (E.M.T.) for the Columbus Fire Department.

Adult Basic Education and The Adult High School Program

Adult Basic Education (A.B.E.), which provides the basic skills (grades 1-8) of reading, writing, and arithmetic (four enrolled on campus), and the Adult High School program, enabling adults to earn a high school diploma or high school equivalency certificate (six enrolled on campus), are typically individual study, non-scheduled programs.

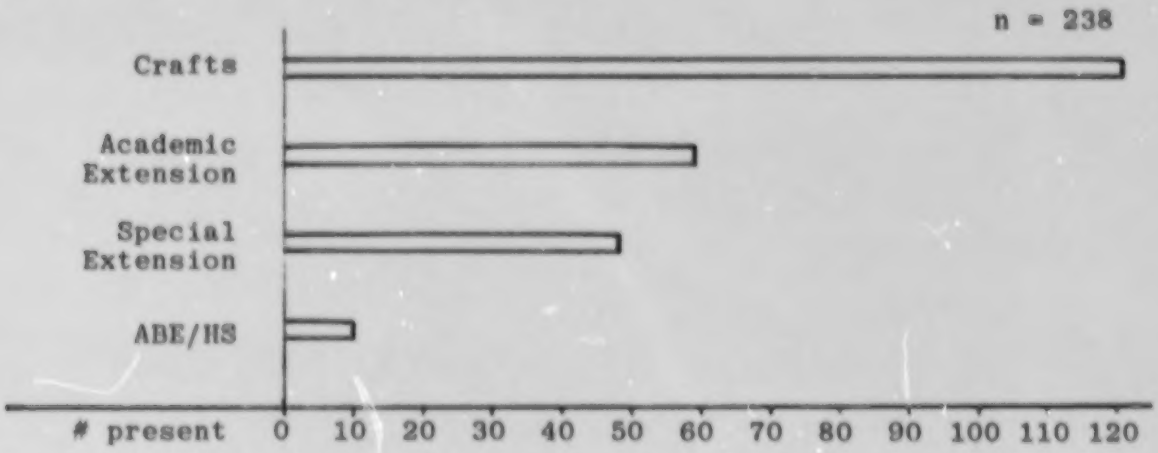

Figure F-3 Attendance, Continuing Education Classes, by Category March 21-28, 1984

Immured Programs

Immured programs were offered for the first time by Polk Campus in the fall of 1981 to groups at the Polk County Sheltered Workshop, Saluda Nursing Home, and White Oak Terrace. These tuition-free programs are commendable and valuable programs consistent with North Carolina Community College policy. Since the immured groups are taught in their own facilities, programs provided them have no bearing on the thrust of this study. Therefore, they were not surveyed.

As a point of interest, during the spring of 1984, the immured groups had a total enrollment of 108; unduplicated headcount, 65.

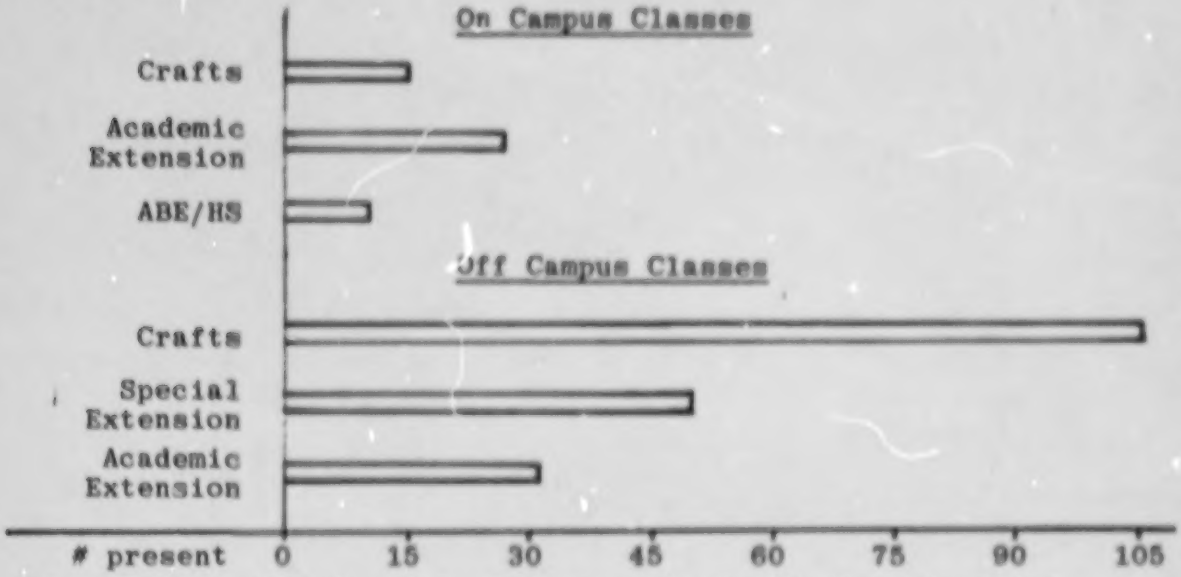

Figure F-4 Attendance by Category, in Continuing Education, On and Off Campus, March 21-28, 1984.

PROFILE OF STUDENT BODY

Age

Students were asked to designate age in one of five groupings. In the Curriculum Program 254 responded to this item as follows: 59 (23%) were 17-28, 55 (22%) were 29-40, 33 (13%) were 41-52, 52 (20%) were 53-64, and 55 (22%) were 65 or older.

Table F-3

AGE OF STUDENTS
March 21-28, 1984

Age Groupings	Curriculum	Continuing Ed.	Combined Total
17-28 years	59 - 23%	33 - 14%	92 - 19%
29-40 years	55 - 22%	27 - 11%	82 - 16%
41-52 years	33 - 13%	25 - 11%	58 - 12%
53-64 years	52 - 20%	41 - 17%	93 - 19%
65 years & over	55 - 22%	112 - 47%	167 - 34%
	n = 254	n = 238	n = 492

Continuing Education surveys, 238 responding to this item, showed 33 (12%) were 17-28, 27 (11%) were 29-40, 25 (11%) were 41-52, 41 (17%) were 53-64, and 112 (47%) were 65 and older. It is of interest to note that 53% of all enrollees are from the 53 and older age groups. (See Table F-3)

Sex

Women outnumbered men about three to one in Curriculum classes and about two to one in Continuing Education classes. (See Table F-4)

Table F-4

SEX OF POLK CAMPUS STUDENTS

	Curriculum	Continuing Ed.
Women	181 - 76%	163 - 68%
Men	57 - 24%	75 - 32%

Education of Respondents

The survey asked how many years of education had been successfully completed. In Curriculum classes 236 answered, indicating 13 (6%) had not completed high school, 68 (29%) had completed high school, 60 (25%) had not completed a four year college degree, and 95 (41%) had completed four or more years of college. This contrasts sharply with the county census data, which shows 17% having completed four or more years of college. (See Chapter B)

In Continuing Education classes 230 answered, indicating 66 (29%) had not completed high school, 67 (29%) had finished high school, 42 (18%) had not completed a four year college degree, and 55 (23%) had completed four or more years of college. (See Figures F-5 and F-6)

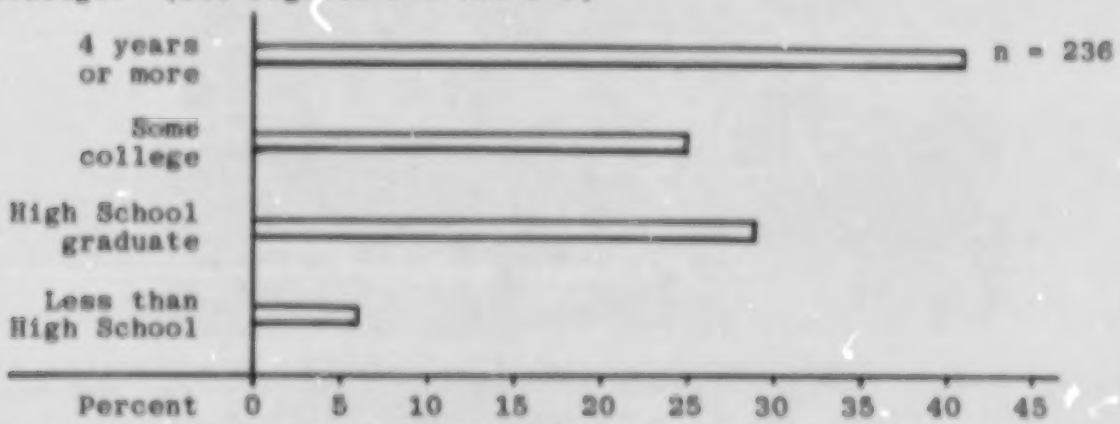

Figure F-5 Educational Attainment of Curriculum Students in Attendance, March 21-28, 1984

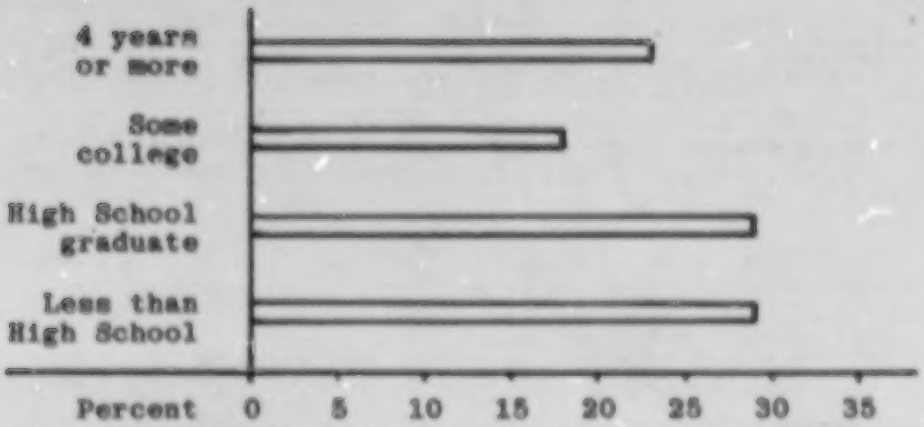

Figure F-6 Educational Attainment of Continuing Education Students in Attendance, March 21-28, 1984

Place Of Residence

The survey asked if the student was a resident of Polk County. Of 225 Curriculum students responding, 202 (90%) lived in Polk County and 23 (10%) did not. In the Continuing Education program, 217 responded, indicating that 191 (88%) lived in Polk County and 26 (12%) did not.

The survey asked that the township of residence be indicated. In the Curriculum program the 201 responding indicated residence as follows: Tryon Township 88 (44%), Columbus Township 56 (28%), Saluda 18 (9%), Green Creek 14 (9%), White Oak 14 (7%), and Cooper Gap 6 (3%).

In Continuing Education programs, 187 students indicated residence as follows: Tryon Township 87 (46%), Columbus Township 48 (26%), Saluda Township 18 (10%), Green Creek 13 (7%), Cooper Gap 11 (6%), and White Oak 10 (5%).

Table F-5

CORRELATION BETWEEN TOWNSHIP POPULATIONS AND ENROLLEES SURVEYED

Townships	Population	% of Total	Enrollees Surveyed	% of Total
Tryon	3,712	29%	175	45%
Columbus	3,241	25%	104	27%
Green Creek	2,150	16%	32	8%
White Oak	1,401	11%	24	6%
Saluda	1,244	10%	36	9.5%
Cooper Gap	1,236	9%	17	4.5%
	12,984	100%	388	100%

Campus Location

The survey asked respondents to indicate whether the proposed new location on Highway 108 would be more convenient, less convenient, or about the same. The results are tabulated below:

Table F-6

CONVENIENCE OF PROPOSED NEW CAMPUS

n = 440

	More Convenient		Less Convenient		About the Same	
Curriculum	104	47%	53	24%	65	29%
Continuing Education	99	45%	29	13%	90	42%
TOTAL	203	46%	82	19%	155	35%

Types Of Courses Students Might Attend

The North Carolina Community College System has authority to offer classes in five major categories. Modified categories were listed and the respondents were asked to indicate the kind(s) of course(s) that might interest them. (See Table F-7 and Figure F-7)

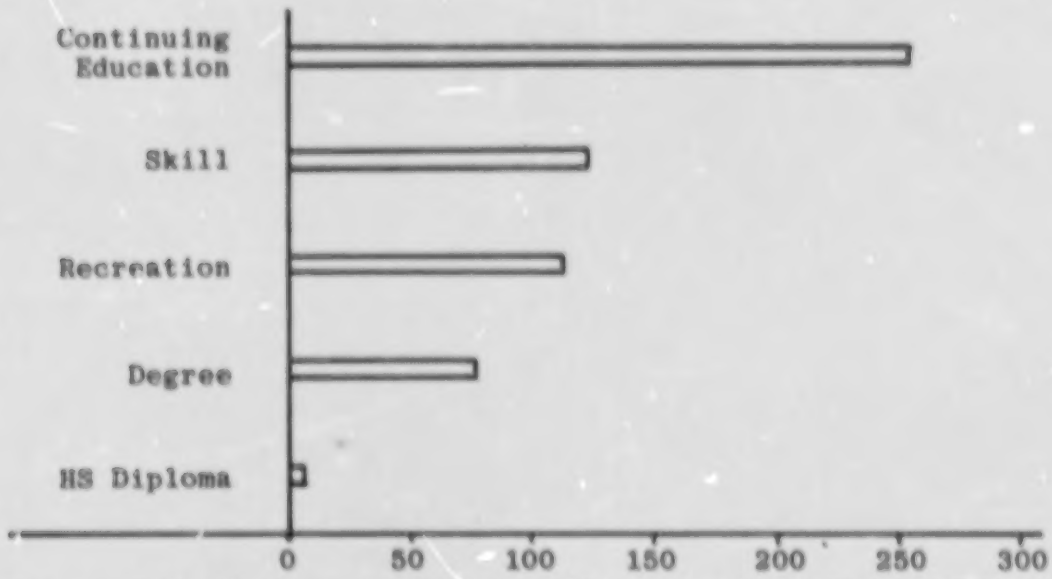

Figure F-7 Courses Current Enrollees Might Be Interested In

Table F-7

COURSES STUDENTS MIGHT ATTEND

n = 277 (573 responses)

Categories	Curriculum	Contin. Ed.	Total
Continuing Education	107	147	254
Skill Classes	74	48	122
Recreation/Lecture	48	65	113
College Transfer/ Associate Degree	62	15	77
Classes Leading to H.S. Diploma	2	5	7

As will be seen in the following chapter, Figure F-7 shows close correlation with Figure G-2, which indicates classes adults might attend.

CHAPTER G

PRINCIPAL (HOUSEHOLD) SURVEY

SURVEY METHOD

The Task Force contacted the County Manager and County Tax Collector to determine the availability and appropriateness of county tax records for survey purposes. As all owners of personal property (automobile, furniture, etc.,) appear on this tax roll, permission was sought and granted to photocopy the rolls. These were kept separately by township and a random sample was identified by picking every fourth name in each township. Businesses, estates and non-Polk County addresses were eliminated from consideration. When property owners were listed jointly on the tax roll, such as John and Mary Doe, the first and second names were selected alternately. The sample totals for each township were calculated as a percentage of the whole and compared to the companion data of persons 17 and older from the 1980 census. Three sample groups were then randomly adjusted (one enlarged and two slightly reduced) to match more closely the census proportions.

Accompanied by an explanatory memorandum from the Task Force and a stamped return envelope, the 1,586 principal surveys were mailed March 10. Commemorative stamps were used for the entire mailing to enhance the rate of return, with a different commemorative issue used on the return envelope for each township so that responses could be counted by township to insure balance had been achieved across the county.

A total of 530 (30%) responses were received by April 4 when data tabulation began. The first item on this questionnaire asked if the respondent planned to reside in Polk County six months or more in 1984. Those responding "No" were not included in the tabulation.

A determination of validity had to be established for responses to this questionnaire if generalizations were to be made from the sample to the total population. Therefore, while tabulation of data from this survey was underway, a random selection of persons on the mailing list was called on the telephone and asked if they had returned their completed survey form. Those responding "Yes" were thanked. Those responding "No" were asked if they would answer the questions over the phone. These 52 telephone surveys of non-respondents were tabulated and compared to those of the respondents. While differences existed, tests for significant difference (chi-square) were applied; the differences were not statistically significant. The representativeness of returns from each township was also tested and found not to be significantly different from the number of township residents 17 and older shown in the 1980 census data.

PRINCIPAL SURVEY RESULTS

Age and Sex of Respondents

The age distribution of persons responding to the questionnaires was not statistically significant at the five percent level of probability from the distribution of county residents, although there was a trend toward greater return from the older persons. Of the 521 persons responding to this item, 53 (10%) were in the 17-28 age group. 79 (15%) were in the 29-40 age group and 82 (16%) were in the 41-52 age group. The 53-64 age group accounted for 113 (22%) of the responses and 194 (37%) were in the 65-and-over age group. For comparison purposes, the 1980 census reported the following proportions of population for Polk County, by age group: 17-28, 16%; 29-40, 15%; 41-52, 12%; 53-64, 15%; 65-and-over, 20%. Men accounted for 32 (60%) of the 17-28 group, 35 (44%) of the 29-40 group and 30 (37%) of the 41-52 group. The 53-64 group had 43 (38%) males and the 65-and-over group had 80 (41%) males. (See Fig. G-1)

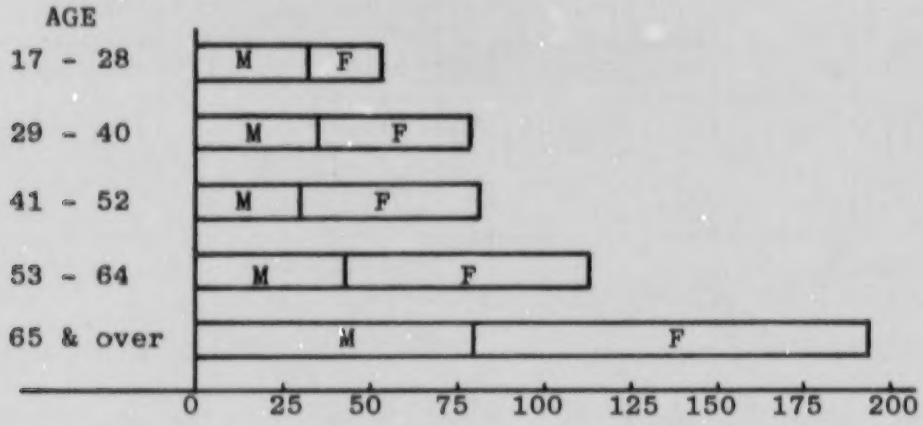

Figure G-1 Age and Sex of Respondents, Principal Survey

Due to the relatively large number of older persons among those responding to this survey, much of the data in this chapter will be presented by age groups rather than in lump sums.

Employment Status of Respondents, by Age Group

Table G-1 indicates Polk is a county of workers. Of all persons in the work force (age 17-65) only 5% reported they were unemployed. The 29-40 age group reported the highest rate of full-time employment (79%), while the 65-and-over group reported 16% were either employed full or part-time.

Table G-1

Employment Status of Respondents, By Age Group

n = 449

Age Group	Full time Employment		Part time Employment		Homemaker		Unemployed		Retired	
	n	%	n	%	n	%	n	%	n	%
17-28	36	68%	11	21%	5	9%	--	--	--	--
29-40	62	70%	10	13%	3	4%	2	3%	1	1%
41-52	54	68%	10	12%	8	10%	4	5%	3	4%
53-64	60	53%	12	11%	23	20%	1	1%	16	14%
65 & over	11	9%	9	7%	29	23%	--	--	79	62%

Educational Attainment

Adults were asked to indicate the number of years of education they had successfully completed. Of the 516 persons responding to this item, 88 (17%) indicated less than a high school diploma, while 160 (31%) indicated a four-year degree or more. For comparison purposes. the corresponding data for Polk County in the 1980 census reported that of persons 25 and older, 42% had less than a high school education while 17% have had 4 or more years of college. It is apparent that the well educated are proportionately over-represented among the respondents in comparison to the general population of Polk County.

Table G-2

Educational Attainment, By Age Group

n = 516

Age Group	Years Completed 1 - 8 n	(%)	9 - 11 n	(%)	12 n	(%)	13 - 15 n	(%)	16 n	(%)	17+ n	(%)	Total n
17-28	1	(2%)	8	(15%)	24	(46%)	12	(23%)	4	(8%)	3	(6%)	52
29-40	1	(1%)	-		41	(52%)	20	(25%)	8	(10%)	9	(11%)	79
41-52	2	(2%)	6	(7%)	33	(41%)	23	(29%)	8	(10%)	8	(10%)	80
53-64	13	(11%)	22	(19%)	24	(21%)	25	(22%)	16	(14%)	13	(11%)	113
65 & over	11	(6%)	24	(12%)	32	(17%)	38	(20%)	44	(23%)	43	(22%)	192

Educational Involvement, by Age Group

The survey posed the question "Are you now, or have you in the past year, been enrolled in a class, or classes, anywhere?". All classes were tallied, regardless of location or organization. Of 524 persons responding to this question, 181 (34%) responded "Yes". The data in Table G-3 set forth these responses by age group, number and percent.

Table G-3

Recent Education Involvement, by Age Group

n = 524

Age Group	Took Class, Past Year n	%	Took No Class n	%	Total n
17 - 28	30	57%	23	43%	53
29 - 40	28	36%	50	64%	78
41 - 52	36	44%	45	56%	81
53 - 64	41	33%	82	67%	123
65 & over	46	24%	143	76%	189

Types of Courses Respondents Might Attend at Polk Campus

This item gave respondents an opportunity to indicate the kind(s) of course(s) they might attend at Polk Campus. Of the 642 responses received on this item, Continuing Education was the most frequently mentioned type of class; High School Diploma (Certificate), the least. About one-fourth of all those responding expressed a lack of interest in any class. It should be noted of the data in Figure G-2 that of the 298 persons indicating interest in classes through Polk Campus, 198 (66%) went on to list factors discouraging their attendance, such as "Lack of Transportation," "Home Responsibilities," "Personal Problems," and "Work Schedule".

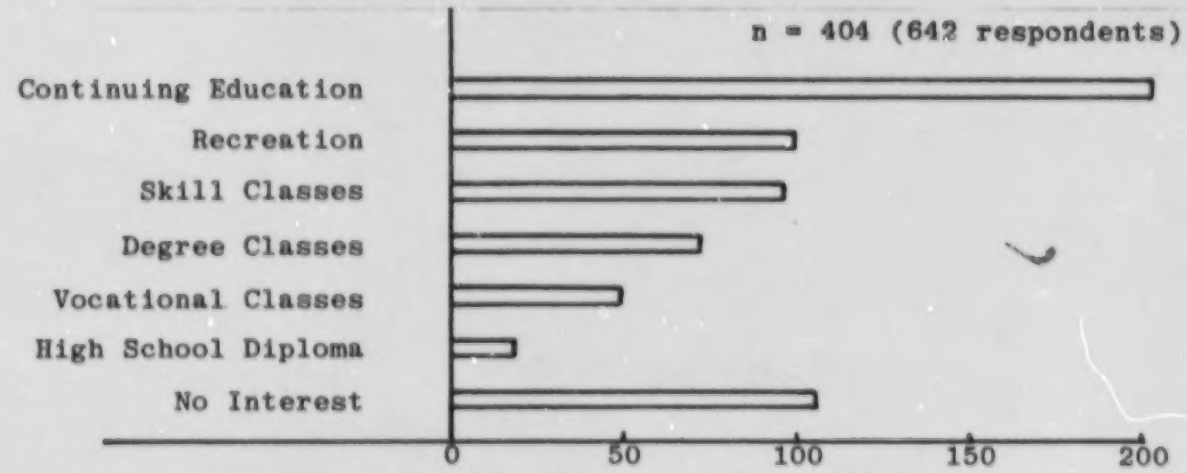

Figure G-2 Classes Respondents (Adults) Might Attend

Time Most Convenient For Respondents to Attend Classes

The question on the survey asked, "What is the most convenient time for you to attend class?" Of the 371 responding to this

item, 187 (50%) preferred evening classes. A total of 154 (42%) of all age groups indicated morning and afternoon classes and 30 (8%) preferred weekend classes. (See Table G-4)

Table G-4

Time Most Convenient To Attend Classes, by Age Groups

n = 371

Age Groups	Morning	Afternoon	Evening	Weekend
17 - 28	9	3	34	7
29 - 40	10	6	46	5
41 - 52	9	1	49	7
53 - 64	20	19	38	4
65 & over	29	48	20	7
TOTALS	77 (21%)	77 (21%)	187 (50%)	30 (8%)

Length of Time Respondents Would Spend on Such Courses

The respondents were asked, "How much time would you be willing to spend on such courses?" Of the 530 surveys that were returned, roughly 50% of 266 responded to this item. (See Table G-5) The highest response came on the one to three months and the one year or more. A large proportion of the one to three months came from people 53 and older, while the greatest response in the one year or more category came from the 17 to 52 age groups.

Table G-5

Time Willing To Spend On Such Courses, By Age Groups

n = 266

Age Groups	1 to 3 months	4 to 6 months	7 to 9 months	1 year or more
17 - 28	8	11	4	20
28 - 40	12	11	2	28
41 - 52	9	11	3	22
53 - 64	30	10	4	12
65 & older	34	16	8	11
TOTAL	93 (35%)	59 (22%)	21 (8%)	93 (35%)

Factors Discouraging Attendance at Polk Campus

As multiple responses could be given on this item, Figure G-3 shows a total of 628 responses. "Work Schedule" was the most frequent response, followed by "Home Responsibilities" and "Just Not Interested." Among the factors least mentioned were "Currently Enrolled Elsewhere," "Day Classes Are Offered," and "Inadequate Provision for My Handicap."

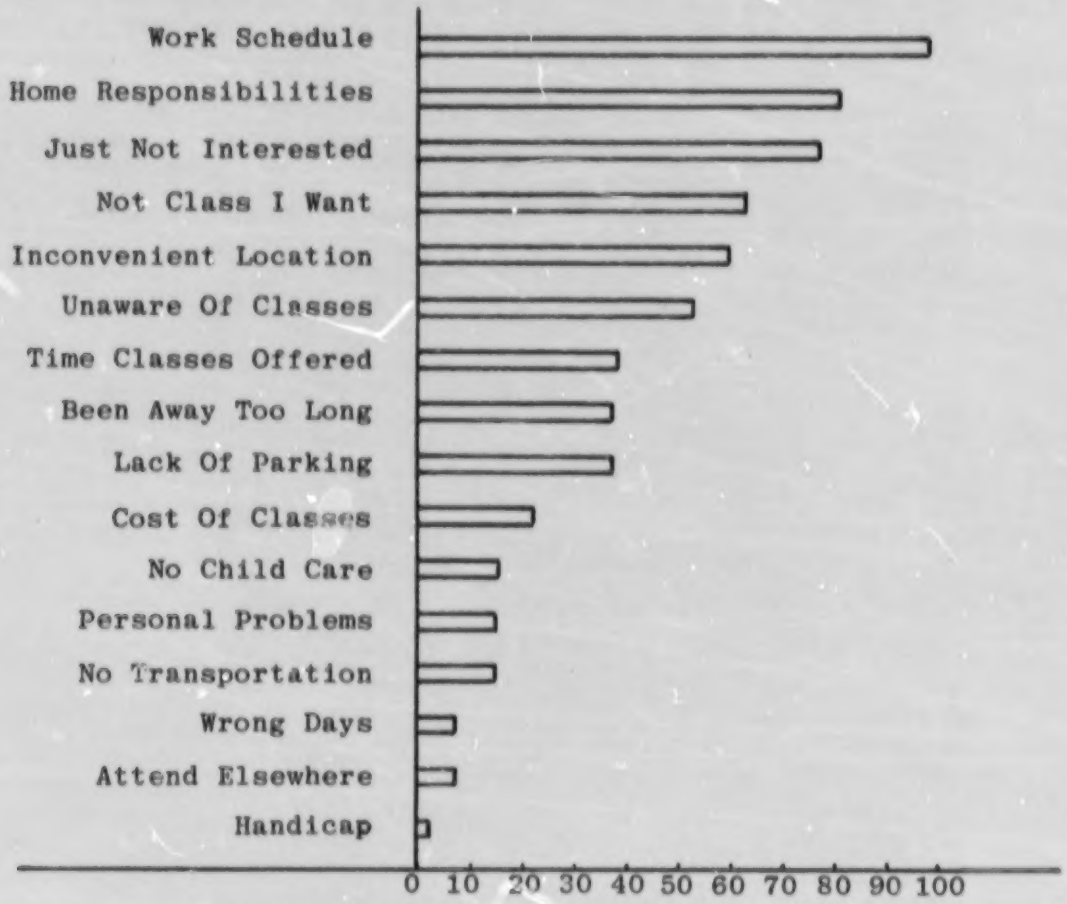

Figure G-3 Factors Discouraging Respondents' Attendance At Polk Campus

Classes Taken At or Through Polk Campus by Respondents

The Task Force wanted to determine what proportion of respondents had taken a class or classes in the past 3 years at or through Polk Campus and of those who had, their opinion of whether facilities and course content and instruction were adequate. Of the 452 persons responding to the first question dealing with their enrollment, 157 (35%) stated they had enrolled in the past 3 years. Responses to the next 2 questions were tallied only for those persons who had enrolled in the past 3 years. As regards facilities, 118 (75%) stated the current facilities were adequate. An even higher rating was given to course content and instruction. Of 145 responses, 118 (81%) stated these were adequate.

Attitudes Toward the North Carolina Tuition Policy

The survey stated: "Current Community College policy requires all N.C. residents under age 65 to pay tuition, while all N.C. residents over 65 attend tuition free. Do you feel tuition should

be charged for everyone who is able to pay, even those over the age of 65? Do you feel scholarships should be provided for anyone wanting to attend but unable to pay?"

To the first question, concerning charging tuition for everyone able to pay, the 17-28 age group responded 22 (47%) "Yes," 25 (53%) "No." As age of respondents increased, the proportion favoring tuition for all persons able to pay also increased. Of the 152 persons 65 and over responding to this item, 108 (71%) felt tuition should be paid by all those able to pay. (See Table G-6) Responses were generally high among all groups to the second question, with 350 (77%) of 454 respondents favoring scholarships for anyone, based on need.

Table G-6

Should Tuition Be Charged Of Everyone Able To Pay?

n = 460

Age Group	Yes		No		Total
	n	%	n	%	n
17 - 28	22	47%	25	53%	47
29 - 40	41	53%	36	47%	77
41 - 52	50	66%	26	34%	76
53 - 64	73	68%	35	32%	108
65 & over	108	71%	44	29%	152

Awareness of Polk Campus Program

Respondents were asked if they felt they were adequately informed of classes offered by Polk Campus. Of the 449 persons responding, 364 (81%) stated they felt they were adequately informed.

Preferred Location for Classes

The next question asked where respondents currently preferred to take classes. Older respondents (52 and older) favored the present Polk Campus to other locations by 70% while younger respondents (17-40) were about evenly divided, with 52% favoring the present Polk Campus. Of those specifying another, preferred location, Green Creek, Saluda, Mill Spring, and Polk Central High School were mentioned.

Table G-7

Preferred Location For Classes

n = 322

Age Group	Present Polk Campus		Other Location		Total
	n	%	n	%	n
17 - 28	24	55%	20	45%	44
29 - 40	31	50%	31	50%	62
41 - 52	33	60%	22	40%	55
53 - 64	46	69%	21	31%	67
65 & over	69	73%	25	27%	94

Proposed New Campus Location

The survey posed two questions which dealt with the proposed new campus location. The first asked if the proposed location on Highway # 108 near St. Luke's Hospital would be more convenient, less convenient, or about the same.

The 29-40 age group gave the proposed site the highest convenience rating, at 76%, followed by the 17-28 age group with a rating of 73%. The rating dropped with each successively older group, with the 65 and older group rating it 40% more convenient. Over all, 266 of a total of 462 (58%) respondents rated the proposed site more convenient.

Table G-8

Convenience of Proposed Site

n = 462

Age Group	More Convenient		Less Convenient		About the Same	
	n	%	n	%	n	%
17 - 28	38	73%	1	2%	13	25%
29 - 40	57	76%	1	1%	17	23%
41 - 52	52	67%	1	1%	24	31%
53 - 64	55	54%	8	8%	38	38%
65 & over	64	40%	27	17%	66	43%
TOTAL	266	58%	38	8%	158	34%

The second question in this section asked if the proposed new facility would make the respondent's attendance more likely, less likely, or about the same.

Of those responding to this item, the age groups 17-52 show a majority stating their attendance would be more likely at the proposed site. A significant proportion (11%) of respondents 65 and older indicated the proposed site would make their attendance less likely. Of greater significance is the fact that, over all, of the 461 persons responding to this item, 189 (41%) responded "more likely" while 24 (5%) responded "less likely", for a net gain of 36%.

Table G-9

Impact On Enrollment Of Proposed New Facility

n = 461

Age Group	More Likely		Less Likely		About The Same	
	n	%	n	%	n	%
17 - 28	33	61%	2	4%	19	35%
29 - 40	39	52%	-	-	36	48%
41 - 52	43	56%	1	1%	32	43%
53 - 65	30	31%	4	4%	64	65%
65 & over	44	28%	17	11%	97	61%
TOTAL	189	41%	24	5%	248	54%

A total of 189 persons responding "More Likely" in Table G-9 (all age groups) also responded to the question of whether they had enrolled in a class through Polk Campus in the past 3 years. Of this group of 189, 120 (65%) indicated they had not. Of this same group of 189 respondents, 177 also responded to the item listing factors which made their attendance less likely. Of this group, 43 (24%) stated such factors as "Home Responsibilities," "Not Interested" and "Work Schedule" applied to them.

GENERALIZED STATEMENTS

-- The older persons tended to respond more.
-- The more highly educated tended to respond more.
-- Females tended to respond more.
-- Younger persons tended to have a higher level of involvement in education.
-- In terms of interest in classes, Continuing Education and Recreation accounted for more interest than Degree, Skill, Vocational and High School combined.
-- The major factors discouraging attendance were personal in nature.
-- Three-fourths of the respondents rated the present facilities adequate.
-- Four-fifths of the respondents rated the course content and instruction adequate.
-- The proposed new site on Highway # 108 was rated 58% more convenient; however 54% stated the new facility would not affect the likelihood of their attendance.
-- A significant majority of respondents opposed the free tuition policy for those over 65, with the strongest opposition coming from those over 65.

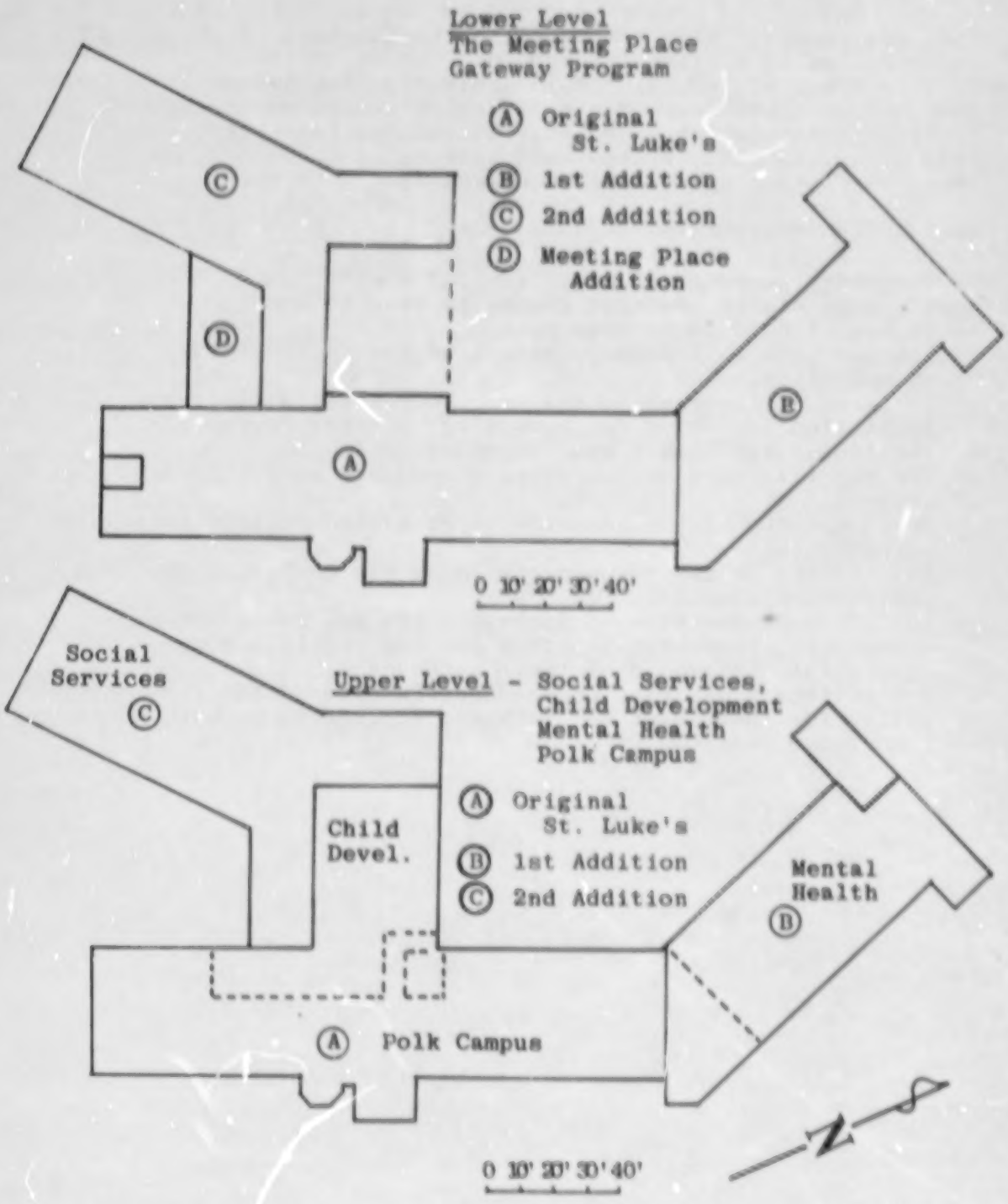

Figure H-1 Jervey-Palmer Building

CHAPTER H

PHYSICAL PLANT ANALYSIS

STUDY METHOD

The research design for this report consisted of an outline of activities which would be undertaken pursuant to our statement of purpose. Physical plant analysis was in the outline and included the following:

1. North Carolina Administrative Code guideline for space needed for community colleges.
2. Space allocation and level of use at Jervey-Palmer Building.
3. Alternate, off-campus facilities.

Members of the Task Force toured the facility and met with support staff.

ADMINISTRATIVE CODE GUIDELINE

The State Administrative Code for Community Colleges states that 150 gross square feet per student at the time of peak enrollment shall be the standard. Peak enrollment during the week of March 21-27occurred during the evening hours of Monday, March 26, at which time 4 classes were in session. A total of 46 persons were enrolled and 29 in attendance. Therefore, the state standard would yield the space required at that time of 6,900 gross square feet (46 enrollees x 150 square feet).

THE JERVEY-PALMER BUILDING

The building consists of four major capital projects: A, the original (stone) building; B, the NNW pointing wing; C, the SW corner of the complex; and D, the recent renovation and up-grading of the lower level of A and a small addition. (This renovation, including new heat and air conditioning was accomplished for approximately $75,000.)

This lower level of the complex is a very pleasant space housing the Meeting Place, the Gateway (a program for emotionally impaired persons), and the building superintendent's office. Polk County Social Services is housed in component C of the upper level, Polk-Rutherford Mental Health is housed in section B, and Polk County Child Development Center occupies a portion of the original building. The remainder of the upper level of the original building, an estimated 5,800 gross square feet, has been given over to Polk Campus. (See Figure H-1)

A search for plans for the Jervey-Palmer Building started at the courthouse and ended (successfully) at the offices of a Polk County architect. As the half-century old blue prints left

substantive questions regarding certain structural features unanswered, a top-to-bottom inspection of the building was arranged, through the good offices of Commissioner Henry Huntsinger, with Mr. George Sain, the building superintendent. Members of the Task Force went through the entire building, including the attic of the original building, where it was observed the roof is borne wholely by steel trusses supported by the exterior walls. This was important to know. The structure's design affords considerable latitude in locating interior partitions in the area occupied by Polk Campus.

As was noted in Chapter F, 75% of all enrollment is in classes held off campus. It has been stated that some of these are held in less than ideal facilities. The on-campus facilities are certainly less than ideal and fall far below the standard for facilities extant at neighboring institutions. One might speculate that with an up-grading of the existing facility, a higher proportion of classes would meet there. However, with a peak enrollment which establishes a standard space requirement of 6,900 gross square feet, and an estimated 5,800 gross square feel now available for use by Polk Campus, it would appear it is the quality. not the quantity, of space which should be addressed.

JERVEY-PALMER BUILDING UTILIZATION

In the course of the inspection of the facility, the following observations were made:

1. Polk County Social Services seems over-crowded and poorly located. A location in Columbus might be considered, with more space.
2. The Meeting Place is barely utilized after about 4:00 P.M. Could any of this space be utilized by Polk Campus in the evening, when the campus experiences its greatest demand period?
3. Polk Campus could put its space to better use if it were made more usable.
4. Polk-Rutherford Mental Health seems to use its space at a much lower level than do other agencies and could possibly relinquish some to Polk Campus.
5. Polk County Child Development Center is in an inappropriate space and relocation should be considered. The program is very crowded. While great care is exercised by the staff, these pre-schoolers must walk the entire 240 foot length of the parking lot, down the center driveway, to reach the play yard. This seems a potential disaster waiting to happen.

SCHEDULING

The Task Force made up a classroom schedule from the class schedule provided by the Polk Campus administration for <u>all</u> classes meeting <u>on campus</u> March 21-27. It appears there are substantial

periods during the day and some evenings when additional classes could be scheduled. Again, it appears the quality of the space is inhibiting fuller utilization. (See Figure H-2)

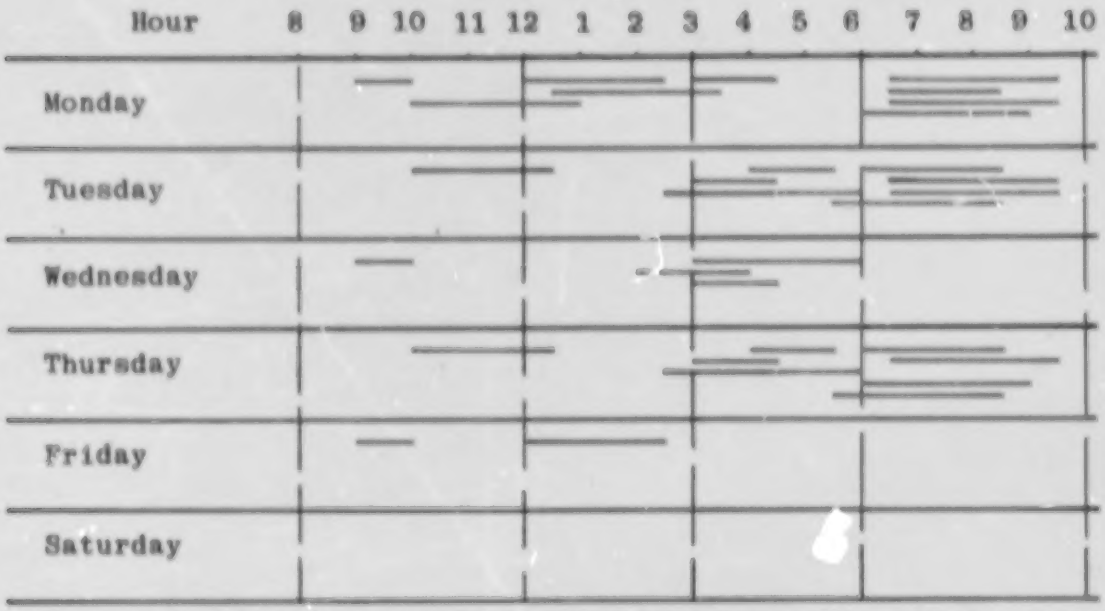

Figure H-2 Classroom Schedule at Polk Campus, Mar. 21-27, 1984

CLASS LOCATIONS AWAY FROM JERVEY-PALMER BUILDING

A review of alternate locations in use during the week March 21-27 was undertaken with support staff members at Polk Campus. The school utilizes 18 off-campus sites (see Chapter F), paying a nominal fee of $1.00 per hour rent for 10 of these facilities. In one-half (9 of 18) of these instances, the school is meeting needs at community-based sites. This is consistent with state community college policy. These sites include Polk Central High School, Green Creek School and Community Building, Columbus and Tryon Fire Departments, Mill Spring School, Saluda School, Gibson Park, and The Meeting Place. Three of the off-campus classes are held in homes of the instructors, where specialized materials, supplies, texts, etc. are readily available. This is also the case with a class meeting at the instructor's retail place of business.

Some of the classes would move to the campus if superior facilities were available. The majority of these are physical education (fitness and figure control, slimnastics, yoga, etc.) which require larger spaces than are now avilable at the Jervey-Palmer Building.

It should be noted that the extensive use of facilities all over the county adds significantly to the administrative role of organization and quality standards. The logistics of maintaining oversight at 19 locations, as opposed to one single, central location are considerable. Conversely, many of these classes likely would not garner sufficient enrollment if all were offered at a single, central location. The fact that nearly one-half of all curriculum classes offered this past year did not run due to too low enrollments illustrates the problems associated with running a college program with a small population base.

PARKING

The subject of inadequate parking facilities has been brought up by the campus administration and others repeatedly. We solicited comments from those completing the surveys. Of those current enrollees completing that survey, 88 added their personal comments and of these, 4 mentioned parking. (One of these was positive.) Furthermore, perusal of the schedule of classes (see Figure H-2) shows classes over-lapped at various times of the day and week. Discontinuance of this practice might alleviate some of the alleged congestion.

CHAPTER I

GOVERNANCE, PROGRAMS AND FUNDING OF NORTH CAROLINA COMMUNITY COLLEGES

GOVERNANCE

Legal Basis and Authority

North Carolina General Statutes, Chapter 115D, as amended, provides the legal framework for the establishment, organization, and operation of community colleges and technical institutes.

Authorization

The boards of trustees of community colleges and technical institutes as bodies corporate are authorized to do all things necessary and proper to organize and operate institutions consistent with G.S. 115D and policies of the State Board of Community Colleges.

With regard to the Polk Campus, all aspects of operation fall under the direct administration of both the President and Board of Trustees at Isothermal Community College, Spindale. There is currently no formal provision for a local advisory council for Polk Campus.

PROGRAMS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

I. Curriculum Programs

- A. College Transfer
- B. General Education
- C. Technical Education
- D. Vocational Education

II. Continuing Education Programs

- A. Occupational Extension
- B. Academic Extension
- C. Practical Skills Extension
- D. Avocational Extension

III. Preparatory or Developmental Programs

- A. Developmental or Guided Studies
- B. Adult High School Diploma Programs
  - 1. Adult High School Diploma
  - 2. General Educational Development (GED)
- C. Adult Basic Education (ABE)

IV. Special Instructional Programs

A. Human Resources Development (HRD)
B. Learning Laboratory
C. Cooperative Skill Training
D. New and Expanding Industry
E. Visiting Artist
F. Jobs Training Partnership Act (JTPA)

V. Self-Supporting Programs

A. Community Service
B. Recreation

FUNDING

Sources

Isothermal Community College receives its funding from four sources: 1. state money appropriated by the General Assembly, 2. local money from the county commissioners, 3. federal money in the form of grants, and 4. private donations and contributions. (Polk Campus does not currently receive federal funds.)

State Funds

Instructional Funding

The state provides support for instructional programs. This is apportioned to the institutions based upon Full Time Equivalents (FTE's). An FTE is a measure of instruction. Sixteen student membership hours per week for 11 weeks equal 176 student membership hours for one quarter (1/4 FTE). Thus, 704 student membership hours (4 x 176 = 704) constitute one annual FTE. The state formula provides for instruction and instructional materials and supplies as follows:

Table I-1

Community College Instructional Aid
(In Brief)

Program Category	State Instructional Aid per Annual FTE
Adult Basic Education (1-8 grade level)	$1,140
Adult High School (GED Certificate)	501
College Transfer Program (freshman, sophomore year)	1,140
Technical (2 year) & Vocational (1 year) Programs	1,140
Continuing Education Programs (Occupational, Academic, Practical Skills & Avocational)	501
Recreation Programs	-0-

Administrative and support staff are also allocated to the community colleges on the basis of FTE's.

Other Funding Categories

This is a complex topic and this report can only highlight certain other major categories of funding. For example, other forms of state funding which may be appropriate to Polk Campus are:

Capital Expenditure: 50-50 matching for land, building and renovation.
New and Expanding Industry: by direct state grant.
Human Resources Development: by special formula.

Source for this chapter: N.C. Administrative Code, Title 23, Chapter 2, Department of Community Colleges, Chapter 115D of the General Statutes of North Carolina and Polk Campus Administration.

I-65/I-66

CHAPTER J

SUMMARY AND DISCUSSION OF FINDINGS

Our comments start on a personal note, concerning the thoughts of the members of this Task Force. Most of us may have had preconceived notions about facilities for the Polk County Campus-ICC, but from the beginning we collectively vowed to maintain objectivity.

Without exception, each of us admires the progress made by Polk Campus in a short period of time with a relatively small Polk County market for community college services. We believe firmly that the program of the college should be continued with full community support.

The following comments and recommendations will, we hope, act as a guide for further progress of Polk Campus. If they do, hundreds of hours of hard work will have been rewarded.

THE LIMITATIONS AND HAZARDS OF SURVEY RESEARCH

Since the Roosevelt-Landon and the Truman-Dewey elections, we have all been aware of the shortcomings of survey research, but a review of these limitations and hazards seems timely.

Surveys are conducted so that one may gain information and make inferences about a larger population. Survey results are nearly always tenuous; there is some probability of error for a number of reasons. Surveys usually are samples, i.e., some proportion of the universe of interest; the greater the proportion sampled, the more reliable the result. In addition, the more the survey instrument is constructed to be without bias, the more the questionnaire items are constructed to result in objective and quantitative answers, and the more the criteria for drawing the sample are appropriate and strictly observed the more reliable the results.

Another most critical variable will be the extent to which the sample responded. One always hopes the respondents are a random sub-sample of the sample, that they have not in some way self-selected themselves into a grouping different from what had been intended. If one knows some specific and meaningful characteristics of the population that have strong relationship with the items of interest in the survey (such as the distribution according to age, to sex, to education), one can ascertain how well the responding sub-sample conforms to the larger population. If it matches well, one may then have greater confidence in the inferences to be drawn from the responses. (We were able to do this in this study in testing the adequacy of response to the Household Survey. Knowing the age and education characteristics of the total county population, we were able to test whether the responding sub-sample matched these characteristics. It did not,

in two aspects: the responding sub-sample was older, and it had more years of education.)

This leads to another issue: Who responded? Generally, those persons who are interested in the survey topic and those who have something at stake with respect to the outcome will tend to respond more than those who do not. In this study, then, it appears that predominantly they were the older persons in the population, and those of all ages having interest in additional education and training.

However, this may not vitiate the survey results, if it is possible to demonstrate that those who responded are not different in their attitudes about the survey items from those who did not respond. We attempted to learn if there were such differences by interviewing by telephone, asking the same questions on the survey instruments of persons who did not respond by mail, and then comparing the telephone results with the mail results. We tested the statistical significance of the difference between the two distributions with respect to age and education. We found the probability of a statistically significant difference to be at the 10% level of confidence; the commonly accepted level for denial of the null hypothesis is the 5% level. Thus, we can' have limited confidence that those who responded to the mailed questionnaire were not significantly different from those whom we were able to reach by telephone who then responded to the survey questions. This point is underscored to highlight that it may have been more the "home-bodies" and those who have telephones that were reached by the telephone interview.

These qualifying remarks about survey methodology are intended to illustrate how surveys are fallible, that one uses survey results with some hazard, and that one must respect the somewhat ambiguous nature of survey data. It is risky to generalize to the entire population on the basis of imprecise results.

But being aware of these risks, one realizes also that there are few better ways of quickly and inexpensively collecting information from which inferences about a larger population can be made. Surveys are the best inexpensive tool we have.

SUMMARIES OF CHAPTERS

Regional Setting (Chapter A)

Polk County is small and is surrounded by larger counties and population centers which have greater capacity to provide markets for goods, labor pool for industry, jobs for workers, health care, etc. As a proportion of the total budget, Polk County spends relatively little for post-secondary education. (For comparison, Henderson spends 3 times as much; Rutherford spends 8 times as much.) There are numerous institutions of post-secondary education in the region. All require private transportation for access by Polk County residents.

Demographic Characteristics (Chapter B)

Polk is a county with a small population, high per capita income, and the highest median age in North Carolina. The under-20 age group has been declining in number and will likely continue to decline at least for the next few years. The group age 20 and older has grown in number and is projected to continue this trend of growth. The 60 and over age group grew from 1961-1981 at the rate of 94%. A proportionately larger number of Polk adults 18 and older (compared to adjacent counties) are currently enrolled in educational institutions. The growing, older, well-educated, and educationally-oriented population of Polk County presents unique educational and recreational needs.

Ecomony And Employment (Chapter C)

Service occupations show the greatest area of growth in the job market. Of those Polk Countians who are employed, 42% are working out of the county, compared with 14% for Rutherford and 20% for Henderson County. Polk has an extremely limited labor supply from which a new industry could draw, although the workforce increased a significant 11% between 1980-81. Polk residents shop out of the county disproportionately, when compared to residents of neighboring counties.

The rate and content of responses from the employer survey revealed a general attitude of wide-spread indifference. The unemployed of Polk County could profit from further education and training. The small numbers and diversity of needs pose a special challenge to the county. There are several problems confronting the county which must be overcome before any serious consideration can be addressed to the question of industrial development.

High School Seniors And Parents (Chapter D)

The career aspirations of high school seniors in Polk County are as diverse and wide-ranging as one would find in a much larger county; it is the number of each which is much smaller. It is extremely doubtful that there will in the near future be sufficient convergence of educational need to support a viable program of either a vocational, technical or academic nature. Again, the small numbers and diversity of needs pose a special challenge to the county. The proposed site on Highway # 108 was rated more convenient by 50% while 34% stated that location would make their attendance more likely.

Recent High School Graduates (Chapter E)

Our high school graduates tend to continue their educations beyond high school. They attend many institutions and pursue a richly diverse array of careers. Some graduates exit high school lacking marketable skills and subsequently enter the

labor force inadequately prepared. They take unskilled or semi-skilled positions. While their number is small, it is apparent these young men and women would profit from vocational and technical programs. Nearly one-third (31) of those responding attend schools over 90 miles away; one half (50) attend schools 46 or more miles away. The proposed site was rated more convenient by 66%, while 57% stated it would have made no difference in the likelihood of their attendance.

Program And Student Body Profile At Polk Campus (Chapter F)

Based upon the data collected March 21-28, the third week of Spring Quarter, the following was found: The attendance rate for all classes was 68% (487 of 773). Seventy-five percent of all attendance was at off-campus sites. Most of the Continuing Education enrollment (51%) was in craft classes. Physical Education dominates (79%) the college transfer (freshman year) program, and accounts for 42% of all Curriculum Program attendance. Those attending have had more education than residents of the county at large. A majority are 53 years of age or older. Average attendance in on-campus classes was 5; in the off-campus classes, average attendance was 12. While 54% of all enrollments were in credit courses, of the total enrollment 14% were for credit; 86% for continuing education purposes. The categories of Continuing Education, Skill Classes, and Recreation/Lecture constitute 85% of the interest in further classes indicated by the 277 persons attending and responding to this item. The proposed site on Highway # 108 was rated more convenient by 46%, less convenient by 19%, and about the same by 35%.

Polk County Adults (Chapter G)

The adult population of the county indicated a high level of interest in programs of Continuing Education and Recreation and lower levels of interest in Skill, Degree, Vocational and High School Diploma programs. This closely parallels the current program offerings at and through Polk Campus, which would indicate the institution is responsive to the needs and wants of the community. Location of Polk Campus is not a critical factor among adults, but the proposed site was given high scores for both convenience and increased likelihood of their attendance. Much of the interest indicated by adults may be suspect since a large number of persons indicating interest also cited factors of a personal nature which would discourage their attendance.

Physical Plant Analysis (Chapter H)

The current allocation of space at the Jervey-Palmer Building meets the state guidelines for gross square footage for community colleges. It is the quality, not the quantity of the space which should be addressed. The building is constructed in a manner which seems to lend itself to a major up-grading of the Polk Campus portion. Space in The Meeting Place might be

used to augment the school's space during late afternoon and evening hours. The class schedule shows some adjustment might alleviate the alleged parking problems. The class schedule also indicates considerable under-utilization. This, in turn, may relate to the quality of the space.

Governance, Program And Funding (Chapter I)

There is currently no formal provision for a local advisory council for branch campuses by the host community (in our case, Polk Campus). Currently, Polk County has no responsibility with regard to the governance of Polk Campus, ICC. The state provides the major share of costs connected with the day-to-day operation of Polk Campus with the county providing the remainder.

ENROLLMENT PROJECTIONS

As was noted in Chapter F, there were 773 enrollments at the time of the survey, 421 in Curriculum programs and 352 in Continuing Education programs. Some of these 773 enrollments are by persons enrolled in more than one class. Based upon those persons present and completing survey forms, 15% of these enrollments are dual enrollments. (If immured groups are included, this ratio would be significantly higher, and this ratio should not be applied to the total enrollment to arrive at overall estimated unduplicated headcount.) Using the 15% factor results in an estimated unduplicated headcount of 657. (It should be understood that for purposes of reporting to the North Carolina Community College System, reporting the number enrolled in each class is the proper procedure.)

It is of interest to relate these enrollment data to Chapter B, Table B-6. According to the 1980 census data, 5.3% of the approximately 10,000 persons 18 and over were in nonmandatory training of some sort. The Polk County population has increased somewhat since 1980, so these figures tend to agree.

POTENTIAL FOR ENROLLMENT THROUGH POLK CAMPUS

Data from the various questionnaires administered can be used to speculate as to the potential for adult education in the county.

The survey of high school seniors (Chapter D) surveyed approximately 90% of the total group. Of the 135 responding, 47 (35%) indicated an interest in attending a community or technical college. However, data from the survey of recent high school graduates (Chapter E) indicated that, retrospectively, 24 of the 137 (17%) said they had interest in attending a community or technical college at the time of their graduation and 78% of those graduates followed through 6 months later. So 13% of those responding indicated they actually did go on to a community or

technical college. There is no apparent reason those graduates of one, two and three years ago differ from the current seniors in this respect. We can, therefore, assume the proportion of high school seniors expected to go to an institution like Polk Campus is not likely to exceed 13% in the near future. The comparison between these two percentages, one speculative and one more reliable, suggests that a factor of 13/35 or .37 could be applied to other speculative survey data.

For example, in the household survey (Chapter G) it was learned that 298 of 530 respondents indicated interest in attending a community college, but 198 listed qualifying reasons why they could not attend, resulting in 100 candidates.

Yet of those 198 listing qualifying reasons, 51 had taken courses during the past three years, so 100 plus 51 = 151 (28.5% of 530) can be judged to be more serious candidates for enrollment. It seems reasonable to factor that 28.5% by .37 to estimate that about 10.5% would indeed follow through and enroll for classes. So of the approximately 10,000 persons in Polk County 18 and over, we can estimate that 1,050 persons would attend, accounting for a total of 1,208 class enrollments (allowing for dual enrollments), resulting in 226 Full Time Equivalents. We may add to this number 13% of 150 high school seniors, or 19, who would likely enroll full time for an additional 19 Full Time Equivalents, resulting in an estimated maximum potential of 245 F.T.E.

Surveys of local employers were reported upon in Chapter C. There seems to be little demand, at this time, for local community college courses. Therefore, it would appear that Polk Campus of Isothermal Community College is currently approaching the level of services desired by the people of Polk County and in the appropriate program mix. With increased marketing by the institution, the level of services desired may change.

A PROGRAMATIC/PROBLEMATIC ANALYSIS OF POTENTIAL ENROLLMENT

Curriculum Programs

College Transfer
General Education
Technical Education
Vocational Education

These programs are, state-wide, typically full-time, 1 and 2-year programs and account for approximately two-thirds of the state's community college program. At Polk Campus the ratio was approximately one-half at the time of the survey and typically approximates one-third of the total.

College Transfer and General Education (Freshman year program) are academic in nature. These have been offered at Polk Campus since the Fall '81 quarter and have met with limited success.

Some of the required courses have not been offered. Of those which have been offered, most do not "make", (garner sufficient enrollment to warrant a class), and are taught on an independent study basis. It would seem this approach is neither cost-effective nor quality-conscious, but the need should somehow be met.

Vocational and Technical Education are typically geared to specific occupations, are full-time, 1 and 2-years in duration, and require specialized and frequently expensive equipment and facilities.

In view of the diversity of interest shown by all groups surveyed and the small numbers for each stated subject, there is currently insufficient need for these programs in Polk County to generate adequate enrollments and to develop viable programs for full-time students. The bulk of the enrollments in Curriculum Programs will continue to be in the Physical Education classes, and enrollments will continue to be dominated by part-time (typically 3-hour-per-week) enrollees.

Continuing Education Programs

Occupational Extension
Academic Extension
Practical Skills Extension
Avocational Extension

Programs of Continuing Education are typically 3-hour-per-week classes and are taken singly. They account for approximately one-third of the state-wide community college program. At Polk Campus the ratio was one-half at the time of the survey and typically approximates two-thirds. Of the total state program, Occupational Extension classes account for 21% of the enrollment. There were no Occupational Extension classes in session during the third week of the Spring Quarter, the time of the survey. Due to the small numbers of persons and diversity of needs cited earlier in this report, coupled with the specificity of these kinds of classes, it is doubtful sufficient convergence of need would occur in the near-term future to warrant the provision of specialized facilities for them. If, in the future, a potential need of this sort should present itself, that potential should be tested using rented public school or private sector facilities.

Academic Extension classes account for 10% of the state program and 12% of the Polk Campus program. This seems a logical reflection of the character of Polk County. An even greater contrast between Polk Campus and the state is the level of Practical Skill and Avocational Extension enrollment. The state enrollment report does not mention these enrollments as such, yet they account for 23% of the total enrollment of Polk Campus.

Adult Basic Education and Aduit High School programs account for 7% of the state-wide enrollment and 2% of the Polk Campus enrollment. This is due, at least in part, to the fact that a

portion of this activity in Polk County is handled through the main campus of Isothermal Community College in Spindale. Efforts are currently underway to report these enrollments through Polk Campus. When this is accomplished, a slight increase in enrollment in this category will show on the reports. (They will continue to attend classes away from Polk Campus.)

Of the remaining nine community college programs authorized by state statute and administrative code, no single program accounts for as much as one percent of the total; collectively, they account for 2.6% of the total state program. It is doubtful any of these would impact Polk enrollment significantly.

It is a troublesome fact that Recreation Programs and Lecture Series were ranked third of courses adult respondents might be interested in taking (14% of the total). This does not reconcile with the extremely low proportion (0.29%) of the total state program for which this category accounts. We can only speculate that the fact that Recreation Programs are to be wholly self-supporting, (all cost to be borne by enrollees), while the fact that Physical Education classes are part of the Curriculum Program and funded by the state at the highest level of state support has led administrators to classify nearly all of these classes as Curriculum Physical Education.

Polk Campus excels in providing Continuing Education opportunities to county residents, exceeding by far the state average proportion of enrollment in this category for all community colleges. Polk Campus has met with reasonable success in offering Curriculum classes with broad application and appeal; it has had substantially less success when courses focus on specifics, such as the freshman year of college. This is due in large part to the nature of our population; it is not intended as a criticism of the administration. Polk Campus should continue to build on its successes. It will never "look" like the other campuses of the system, which have the bulk of the enrollment in college transfer, vocational, and technical programs. Polk County is unique. This campus will continue to be as unique as is Polk County, and as innovative as its residents.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

SIZE CONSTRAINTS RELATED TO POLK COUNTY POPULATION

Conclusion I:

The relative smallness of the Polk County population imposes severe limits on extensive development of a comprehensive education structure that would serve all county citizens who desire it. The effect of the small population is offset, in part, by many relatively affluent, well-educated residents and the county's interest in quality in its many forms. However, the small population remains the dominating factor in almost all kinds of growth and development in Polk County. In those instances where size presents an obstacle to the county providing a service which is provided for in larger counties, this factor should not exempt the county from that responsibility. The depth of need, on an individual basis, is just as great. It is the breadth of that need which hampers the county's ability to respond.

Recommendations: - - There is strong evidence from among the recent high school graduates and the unemployed that they could profit and would participate in post-high school training if it were more accessible. In those instances where insufficient numbers exist to provide these programs in Polk County, transportation to the programs of Blue Ridge Tech and Isothermal Community College might be organized.

- - The administration of Polk Campus should up-grade its program of dissemination of information and adopt a more aggressive marketing of programs if it is to continue to grow and prosper.

- - The Task Force recognizes that the county is likely to experience continuing growth but, at the present time, the demand, as measured in this study, appears to be insufficient to support the case for significantly larger facilities for Polk Campus. The issue of quality of the present facility will be discussed later.

- - Community-based sites for the outreach efforts of Polk Campus are an integral and valuable component of the total program.

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No matter what avenue the up-grading of facilities takes, community-based sites must be considered in the over-all up-grading plans.

Conclusion II:

In general, Polk County citizens have strong and serious interest in adult education; they value the educational opportunities provided by Polk Campus of Isothermal Community College. Currently, adult education can be classed as non-credit continuing education - characterized by its avocational and recreational nature. Enrollees tend to be older persons in the population. Of community college courses designated as "Curriculum," 75% are not taken for credit at Polk Campus, but rather because there is interest in the topic. However, the nature of current campus enrollment does not in any way release the county from the obligation of providing adult educational opportunity for residents of all ages.

Recommendations: - - Polk County should take action to establish a Polk Campus Council to provide local direction to local programs. The chairman of the council should be an ex-officio member of the Board of Trustees of Isothermal Community College, the campus's parent institution. Several members of the local council should be ex-officio, i.e., by reason of their position. These should include the superintendents of schools; presidents of chambers of commerce; President, Fine Arts Center; Chairman, Board of Commissioners; President, Polk Campus Foundation; elected faculty representatives from each of the high schools and Polk Campus, etc.

OPTIONS REGARDING PHYSICAL PLANT -- PROS & CONS

Conclusion III:

Polk Campus will continue to experience growth, but at a slow, steady pace. To propose significantly larger facilities based upon burgeoning growth would be irresponsible. Likewise, to suggest a new campus as a means of industrial development would be equally irresponsible. However, the fact remains that the classes currently meeting in the Jervey-Palmer Building are functioning in educationally inadequate facilities, as are several classes meeting off campus which would meet on campus if educationally adequate space were available. In response to this issue, four options, or courses of action, appear open to Polk County. Each option offers certain advantages; none is without disadvantage.

The State of North Carolina provides 50-50 matching funds for construction and/or remodeling of community college facilities. Matching state funds should be pursued aggressively, regardless of which of the following options is adopted.

Option # 1 - Expand and Refurbish the Existing Jervey-Palmer Space Using Voluntary Funds and State Matching Funds

Option # 2 - Polk County Build a New Building for Polk Campus

Option # 3 - Construct a New Building Using Voluntary Funds to Match State Matching Funds

Option # 4 - Do Nothing

Option # 1 - Expand and Refurbish the Existing Jervey-Palmer Space Using Voluntary Funds and State Matching Funds

The structural design of the building, with no interior bearing partitions, provides unique opportunities for refurbishing and remodeling. If some adjacent space could be re-allocated to allow for relocating some presently off-campus classes, this would be the least expensive option short of doing nothing. This option has three drawbacks. The first is location. It would leave the campus poorly located. If the Jervey-Palmer building did not exist, it is doubtful that this location would be chosen as the site for the community college. It is in an essentially residential area, with poor accessibility from a county-wide perspective. A related drawback is that of parking. Increased utilization of the building would translate into increased demand for parking space. The parking areas are at times congested and this option would serve to further aggravate the situation. The final drawback is that even with major up-grading, the adaptive re-use of a hospital to a college would result in significantly different kinds of space and configuration of structure from what would likely result from designing from scratch. Furtnermore, the campus would still be in an old building with high-maintainance and high-utility expense.

Option # 2 - Polk County Build a New Building for Polk Campus

This option is presented because it is an option and is, in fact, the means by which all 58 of the existing community colleges of North Carolina were built. State matching funds were available and used in each case to match local funds generated through tax levies or bond issues. The Task Force rejects this option as the county has elementary school facilities which are in need of immediate and substantial capital expenditure. This constitutes a higher priority.

Option # 3 - Construct A New Building Using Voluntary Funds To Match State Matching Funds

This option would provide facilities superior to option # 1 without placing an excessive burden on Polk County taxpayers for capital construction costs. The structure should have relatively lower maintainance and utility costs and provide more uniform access to county residents. A consideration involved in this option is the possibility of increased operation costs. This could result in a small increase in taxes. One other drawback is that the Polk Campus administration has indicated that some classes would continue to meet at the Jervey-Palmer facility. We concur with that judgment. That would leave those classes in sub-standard facilities which would still need some up-grading.

Option # 4 - Do Nothing

Polk County has a long-term record of miserly treatment toward education. We expend less per pupil in elementary and secondary education in our county system than our neighbors, even after last year's major increase in the school budget. For post-secondary education, our proportional allocation is one-third that of Henderson County and one-eighth that of Rutherford County. This has not contributed to the pride of Polk Countians.

Either options # 1 or # 3 would result in the needed up-grading of facilities. Either could lead to heightened county pride. Option # 1 would cost the county less, at least short-term, while option # 3 would engender greater pride and enhance county cohesiveness. The Polk County Board of Commissioners must reach some decision. That decision will involve a long-term, continuing commitment of support on the part of Polk County taxpayers.

However the Board of Commissioners decides, the highest priority for up-grading Polk Campus is the establishment of a Polk Campus Council. This should be accomplished by mandate of the Isothermal Community College Board of Trustees. Appointment to this council should not be perceived as honorary; it must be a working council. Polk Campus needs some local direction and support. Educational specifications, whether for refurbishing or new construction, should be based on the data provided in this study. It might be advisable that some of the initial members of the council be drawn from the Task Force.

In concluding this report, another potential option should be introduced. Interactive electronic communications technology has become widely applied in many other areas of society, such as banking, commerce, news/information services, etc. It may

be anticipated that this new capacity will be introduced into the local and regional school systems in the future. The consequences of this may be expected to lead to increasing emphasis on bringing information to people, in contrast to the present concept (as herein reported) of providing educational centers to which people must transport themselves.

This, in turn, will have a direct bearing on the role of Polk Campus. The implications of such a fundamental "shift" in the basic perception of educational services may be expected to have a profound impact on Polk Campus.

Conclusion IV And Recommendation:

One final point must be made and it cannot be made too strongly. It is a thread that runs through this entire report. Polk County has been unable to generate sufficient numbers of students to sustain cost-effective, quality College Transfer, Vocational or Technical programs for full-time students. Based upon current population trends this will not change in the near term future. Population growth will concentrate in the 60-year-and-older age group which grew 94% during the 1960-80 time period. Polk Campus is, and will remain, a center for continuing education. Present efforts to provide a full-time freshman-year program should be re-examined. The expectation that Polk Campus can successfully sustain these programs for full-time students is not supported by the results of this study.

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FACTORS RELATING TO PLANT SITE LOCATION WHICH ARE CONSIDERED BY CORPORATIONS CONTEMPLATING ESTABLISHING OR RE-LOCATING FACILITIES

COMMUNITY

1. Community's desire for industry
2. Citizen's pride in the community
3. Mature and responsible local government
   a. Elected officials
   b. Professional appointees
4. Absence of crime in the community
5. Police and fire protection
6. Availability of housing
7. General
   a. Churches
   b. Youth activities
   c. Cultural
   d. Recreational opportunities
8. Availability of shopping centers
9. Business related, such as machine shops, supplies, etc.
10. Building codes as they relate to excessive costs
11. Awareness of change

THE SITE

1. Land
   a. Soil conditions for building
   b. Room for expansion
   c. Storm drainage
2. Utilities
   a. Water supply, electricity, natural gas
3. Transportation
   a. Highway, rail, air
4. Waste disposal
   a. Sewer, land fill (solids), solvents
5. Absence of severe environmental conditions
6. Tax structures, county and state

WORK FORCE

1. Sufficient supply
2. Probability of unionization
3. Educational level
4. Reasonable wage rates

EDUCATION

1. Good secondary school system
   a. Quality of employees
   b. Ability to attract transferees
2. Technical education opportunity
   a. Source of technicians
   b. Continuing education of supervisory personnel
   c. Development of employees with management potential
   d. Capacity of Technical school
3. College
   a. Source of management recruits, engineers, etc.
   b. Opportunity for employees to earn a degree
   c. Availability of faculty for consulting and in house training
   d. Cultural impact of faculty on community

JOINT RESOLUTION OF THE POLK COUNTY BOARD OF EDUCATION & TRYON BOARD OF EDUCATION

WHEREAS a new, larger facility has been proposed for the Polk Campus of Isothermal Community College, and

WHEREAS the educational services provided by a county should be geared to the needs of the people of that county, and

WHEREAS Polk County is unique among the 100 counties of North Carolina in several respects, among them its unusual population profile which may lead to a particularly unique pattern of needs for post-secondary educational services provided by the community college system, and

WHEREAS a decision of this magnitude for a county of this size may have long-term and far-reaching implications for the economy, cost of living and quality of life of the county.

THEREFORE BE IT RESOLVED that the determination of need for new, larger facilities for Polk Campus of Isothermal Community College should be based upon a thorough, objective assessment of the needs of the county which may be met within the mandate of North Carolina Community Colleges, detailing both the nature and magnitude of those needs at the present time coupled with 10 and 20 year projections, and

BE IT FURTHER RESOLVED that this assessment be conducted with the full support and cooperation of the Polk County and Tryon Boards of Education.

Polk County Board of Education
Dated 2/3/84

Tryon Board of Education
Dated Feb 6, 1984

RESOLUTION

ENDORSING STUDY OF FEASIBILITY OF

POLK COUNTY CAMPUS OF ISOTHERMAL COMMUNITY COLLEGE

February 28, 1984

WHEREAS the Polk County Board of Commissioners has been informed of the content of a joint resolution adopted by the Polk County Board of Education and the Tryon City Board of Education and is supportive of the purposes of that resolution, and

WHEREAS the Polk County Board of Commissioners has been advised of the creation of a Needs Assessment Task Force, the purpose of which is to conduct an in-depth analysis of population usage of present and projected programs being offered by the Polk Campus of Isothermal Community College and, with this as a basis, to project program and facility requirements.

THEREFORE BE IT RESOLVED that this board concurs with the proposed study design, fully supports the Needs Assessment Task Force, offers any assistance that may be appropriate, urges full citizen support and cooperation with the numerous surveys which will be conducted in the course of this investigation and requests a comprehensive report from the Task Force upon the conclusion of the study.

Henry Huntsinger, Chairman
Polk County Board of Commissioners

G. M. Tennant, Commissioner

Ted B. Owens, Commissioner

ATTEST:

Richard T. Radford,
Clerk to the Board

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Polk County Campus I. C. C. Foundation, Inc.

P. O. Box 520
Tryon, North Carolina 28782
(704) 859-5868

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The Board of Directors of the Polk County Campus College Foundation having been made aware of the creation of a Needs Assessment Study Committee to make an in-depth analysis of the post-high school plans of the county citizens for furthering educational pursuits, this to be done through the conducting of numerous surveys, and to report these findings hopefully by May 1, 1984, to the residents of the county.

Hereby resolve that this action has the full endorsement of this Board and it's pledge of support for this effort.

Enacted this 21st day of February, 1984.

J. L. Lowry

James Lowry, President

Polk County Task Force
for Adult Educational Needs Assessment

PO Box 815, Columbus, NC 28722

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MEMORANDUM

To: Business Community Leaders
From: Your Task Force

Your answers to the enclosed questionnaire are of great importance to the long-range planning of post-high school education and training services for Polk County. The decisions which will be based upon your answers and others of the business community can have major implications for the future of our county.

It doesn't matter whether you are in favor of, undecided about or opposed to post-high school education in Polk County. Your plans and needs are the ones that count, but if we don't receive them we can't count them.

This research effort has been endorsed by the Polk County Board of Commissioners, the Polk County and Tryon City Boards of Education and the Polk County Community College Foundation.

The amount of time it will take to fill out this survey will vary, depending on the size of your business, but in any case it will be time well spent. So, won't you please take a few minutes of your busy schedule to complete this form and mail it to us in the enclosed stamped envelope? Your cooperation will be greatly appreciated.

THANK YOU VERY MUCH !!

P.S. Eight different surveys are being conducted in this effort. Each is unique. If you should receive more than one, please complete and return all of them.

POLK COUNTY TASK FORCE for ADULT EDUCATIONAL NEEDS ASSESSMENT

INDUSTRIAL/COMMERCIAL SURVEY

Directions: This questionnaire is intended to determine the nature and magnitude of needs for job-related educational and training opportunities in Polk County. It covers all courses. Please answer each question as fully as possible in the spaces provided. All responses and comments will be held in the strictest confidence and will remain anonymous.

1. Please describe the principal activity and major product of your business, e.g., Manufacturing - Circuit Boards:

_____

2. List the total current employment level and projected employment figures through 1989 for your establishment:
1983 _____ Current _____ 1989 _____

3. List the new and/or expanding job titles and the probable growth for each through 1989:

Job title	# of positions growth
_____	_____
_____	_____

4. List the job titles you forsee declining in number of positions and the probable reduction in positions through 1989:

Job title	# of positions fewer
_____	_____
_____	_____

5. How many of your employees are now attending job-related classes?

# of employees	Course title	Institution	hrs/wk	# of weeks
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6. List any employment-related training programs which the Polk Campus, ICC could conduct specifically for your establishment:

Course title	# to be trained	Approx. training time
_____	_____	_____
_____	_____	_____

7. Does your firm provide tuition aid funds for employee training?
_____ Yes, _____ No
If Yes, list courses for which aid is available and number participating:

Course title	# of employees participating
_____	_____
_____	_____

8. Were any employees terminated at your establishment in 1983 due to an educational or training shortcoming? ____Yes ____No If Yes, please describe the nature of the deficiency:

_____

9. How many entry-level positions (beginners) did you fill at your place of business in 1983?

Job title	Qualifications	# of positions
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. How many new hires do you anticipate in 1985?

Job title	Qualifications	# of positions
_____	_____	_____
_____	_____	_____

11. How many "promotional" positions did you fill from outside your organization in 1983, and what were the qualifications?

Job title	Qualifications
_____	_____
_____	_____

12. A new Polk Campus has been proposed for a site on Highway #108 near St. Luke's Hospital. Would that location be ___more convenient, ___less convenient, ___about the same for your firm?

13. Do you feel the proposed new facility would make your employees' attendance ___more likely, ___less likely, ___about the same?

Please do not miss item #14 at the bottom of this page!
The TASK FORCE thanks you for your time and effort, and solicits your further comments:

_____

_____

_____

_____

_____

- - - -

Interview Form -- Polk County ESC Office

1. Do you plan to live in Polk County for the next 6 months? ___Yes ___No
2. How long have you lived in Polk County? _____
3. What is your age group? ___17-28, ___29-40, ___41-52, ___53-64, ___65 +
4. Sex ___Male, ___Female
5. How many years of schooling have you completed?
   1-8 9 10 11 12 13 14 15 16 16+
6. How long have you been unemployed? _____weeks, ____months, ____years
7. Have you drawn unemployment benefits before?_____
   _____
8. What did you do on your last job?_____
   _____ How long, that job? _____
9. What did you do on the job before that?_____
   _____ How long, that job?_____
10. What did you do on the job before that? _____
    _____ How long, that job?_____
11. What are you hobbies, interests?_____
    _____
12. What classes did you do best in, in school?_____
    _____
13. Which classes did you like?_____
    _____
14. Have you ever taken any interest and ability tests? ___Yes, ___No
    If yes, what were the results?_____
    If no, would you like to have a full Vocational Evaluation? ___Yes, ___No
15. Do you feel you could profit from further education? ___Yes, ___No
    Would you need financial aid? ___Yes, ___No
    Would you need transportation? ___Yes, ___No
16. Have you ever taken a work-related course at a community college or a technical school? ___Yes, ___No
17. What job, or kind of job, would you most like to have? _____
    _____
18. Has transportation ever interfered with your getting or holding a job?
    ___Yes, ___No

HIGH SCHOOL SENIOR SURVEY

#143

Directions: This questionnaire is intended to identify educational plans of seniors due to graduate in 1984. Please answer all items as fully as you can, either by checking the appropriate space or writing legibly in the space provided. All responses and comments will be held in the strictest confidence and will remain anonymous.

1. What are your plans, following high school graduation?

____4-year college or university ____full-time employment

____technical school ____community college

____armed forces ____part-time job and school

____other (please explain)_____

2. If you plan to continue your education, what course of study do you think you will pursue?_____

3. If your educational goal is academic in nature, or technical or vocational, are you considering Polk Campus of Isothermal Community College?____Yes ____No

4. If the proposed Polk Campus were built on Hwy #108 near St. Luke's Hospital and operating now, with a broadened technical and academic program, would you be ____more likely to attend, ____less likely to attend, ____would make no difference.

5. Do you feel you have been adequately informed of class offerings at and through the Polk Campus?____Yes ____No

THANK YOU VERY MUCH!! The Task Force solicits your further comments:

_____

_____

_____

_____

_____

- - - -

Polk County Task Force
for Adult Educational Needs Assessment

PO Box 815, Columbus, NC. 28722

Eleanor Barber
Sidney Blaine
Connie Boles
Lib Correll
Leona Loy
Pat Martin
Paul Muller
Howard Olson
Bruce Palmer
George Stothoff
Dorothy Shepard
James Wellesley-Wesley

M E M O R A N D U M

To: Parents, Class of '84

From: Your Task Force

Subject: Post high school educational plans

Your answers to the enclosed survey questions are of great importance to the long-range planning of post-high school educational services for Polk County. The decisions which will be based upon your responses and those of the other parents can have major implications for Polk County. It doesn't matter whether you are in favor of, undecided about, or opposed to post-high school education in Polk County for your son or daughter. Your plans and needs are the ones that count. But if we don't recieve them, we can't count them.

Because of the relatively small number of graduating seniors in Polk County (compared to other counties), your response takes on far greater importance. This research effort has been endorsed by the Polk County Board of Commissioners, the Polk County and Tryon City Boards of Education and the Polk County Community College Foundation, literally every board to which it has been presented!

Won't you please sit down right now and complete this survey form and mail it to us in the enclosed stamped envelope provided? This is the sort of job that is so easily put aside, put off and forgotten; a few minutes of your time now would be greatly appreciated.

Thank you very much !!

P.S. Eight different surveys are being conducted in this effort. Each is different. if you should recieve more than one, please complete <u>all</u> of them.

HIGH SCHOOL SENIORS' PARENTS SURVEY #143

Directions: This questionnaire is intended to gather the collective thinking of the parents of this year's Polk County high school graduates, with regard to plans for further academic or technical education. Please answer all items as fully as you can by either checking the appropriate space or writing legibly the information in the space provided. All responses and comments will be held in the strictest confidence and will remain anonymous.

1. Is your graduating son or daughter going to continue his/her education beyond high school? ____Yes ____No ____Don't know

2. If yes or don't know, what will his/her likely institution be?

____Community College ____4-year college or university

____Technical Institute _____Business school

____Other(please explain)_____

3. Are you considering Polk Campus of Isothermal Community College for his/her freshman year?____Yes ____No Please state your reasons for this answer:

_____

_____

_____

4. Do you feel you have been adequately informed of class and course offerings at and through Polk Campus?____Yes ____No

5. A new Polk Campus has been proposed for a site on Highway #108 near St. Luke's Hospital. Would that location be____more convenient,____less convenient, ____about the same, for your son/daughter?

6. Would the proposed new location make his/her attendance____more likely, ____less likely,____about the same?

THANK YOU VERY MUCH!! The Task Force solicits your further comments:

_____

_____

_____

Polk County Task Force
for Adult Educational Needs Assessment

P.O. Box 815, Columbus, N.C., 28722

Eleanor Barber
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Dorothy Shepard
James Wellesley-Wesley

M E M O R A N D U M

To: Recent High School Graduates

From: Your Task Force

Your answers to the enclosed survey questions are of great importance to the long-range planning of post-high school educational services for Polk County. The decisions which will be based upon your answers and those of your classmates can have major implications for the future of our county. It doesn't matter whether you are in favor of, undecided about or opposed to expanded post-high school educational facilities in Polk County. Your plans and needs are the ones that count. If we don't receive them, we can't count them.

Because of the relatively small number of high school graduates in Polk County (compared to more heavily populated counties), your response takes on far greater importance. This research effort has been endorsed by the Polk County Board of Commissioners, the Polk County and Tryon City Boards of Education, the Polk County Community College Foundation, literally every board to which it has been presented!

Won't you please sit down right now and complete this survey form and mail it to us in the enclosed stamped envelope? This is the sort of job that is so easily put aside, put off and forgotten; a few minutes of your time, now, would be greatly appreciated.

Thank You Very Much !!

P.S. Eight separate surveys are being conducted in this effort. Each is different. If you should receive more than one, please complete <u>all</u> of them.

POLK COUNTY RECENT HIGH SCHOOL GRADUATE SURVEY

Directions: This questionaire is being sent to determine what kinds of additional education high school graduates from Polk County seek and where they seek it. Please answer every item either by checking the appropriate space or writing legibly the information in the space provided. All responses and comments will be held in the strictest confidence and remain anonymous.

1. Thinking back to the day of your high school graduation, what were your plans for the future at that time?

   ____4-year college or university ____technical school

   ____community college ____job

   ____armed forces ____part-time work and school

   ____other(explain)_____

2. What were you doing six months after graduation?_____

   _____

3. If you have had further education since high school, what institution did you or do you attend? _____

   Distance from your home in Polk County?_____miles.

   What course of study did you pursue?_____

4. If you continued your education after high school, why didn't you stay at home and complete your freshman year at Polk Campus, I.C.C.?_____

   _____

5. What are you doing now, in terms of school, work, etc.?_____

   _____

6. If currently employed, your employer:_____

   Your job title_____ In Polk County? ____Yes ____No

7. Please list any classes or courses which you feel would help you to get a better job, a promotion, or do your present job better:_____

   _____

8. Do you feel you have been adequately informed of classes offered by the Polk Campus? ____Yes ____No

9. A new Polk Campus has been proposed at a site on Highway #108 near St. Luke's Hospital. Would that location be ____more convenient, ____less convenient, ____about the same for you?

10. Do you feel the proposed new facility would have made your attendance ____more likely, ____less likely, ____about the same?

11. If you do not/did not take classes at Polk Campus, why? (list all reasons)

____No transportation	____No child care facilities
____Cost of courses	____Work schedule doesn't permit
____Home responsibilities	____Time classes are offered
____Day(s) classes are offered	____Don't offer the classes I want
____Inconvenient location	____Just not interested
____Personal problems	____Unaware of classes offered
____Been away from school too long	____Currently enrolled elsewhere
____Lack of parking	____Went elsewhere

____Other (please specify):_____

_____

Thank You Very Much For Your Assistance!! The Task Force solicits your further comments below.

_____

_____

_____

_____

_____

_____

Polk County Task Force
for Adult Educational Needs Assessment

P.O. Box 815, Columbus, N.C., 28722

Eleanor Barber
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Connie Boles
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Pat Martin
Paul Muller
Howard Olson
Bruce Palmer
George Stothoff
Dorothy Shepard
mes Wellesley-Wesley

MEMORANDUM

To: [redacted]
Rt. 1, Morgan Chapel Village
Columbus, NC 28722

From: Your Task Force

Your answers to the enclosed survey questions are of great importance to the long-range planning of post-high school educational services for Polk County. The decisions which will be based upon you answers and the answers of others who receive this questionnaire can have major implications for the future of our county. It doesn't matter whether you are in favor, undecided or opposed to post-high school education in Polk County. Your plans and needs are the ones that count, but if we don't receive them, we can't count them.

Because we are contacting just one person in four, your response becomes four times more important. This research effort has been endorsed by the Polk County and Tryon City Boards of Education, th Polk County Board of Commissioners, the Polk County Community College Foundation, literally every board to which it has been presented!

Won't you please sit down right now and complete this survey form and mail it to us in the enclosed return envelope? This is the sort of job that is so easily put aside, put off and forgotten that a few minutes of your time, now, would be greatly appreciated.

Thank You Very Much!!

POLK COUNTY TASK FORCE FOR ADULT EDUCATIONAL NEEDS ASSESSMENT

Directions: This questionnaire is being sent to a random sample of persons on the tax rolls of Polk County who have Polk County addresses. Please answer each question as completely as possible by checking the blank appropriate for you or writing legibly the information asked for. All responses and comments will be held in the strictest confidence and will remain anonymous.

I. BACKGROUND INFORMATION

1. Do you plan to live in Polk County for 6 months or longer this year?

   ____Yes____No

2. How old are you?____17-28,____29-40,____41-52,____53-64,____65 or older

3. Your sex: ____Man,____Woman

4. Please indicate your present employment status:

   ____employed full time, ____employed part time, ____unemployed, ____retired,

   ____homemaker,

   ____other (please specify)_____

5. What is your job?_____

6. Is your work in Polk County?____Yes ____No.

7. What community do you look to, for:

   major shopping?_____

   health care?_____

   Technical/Community College?_____

8. How many years of formal education have you successfully completed? Please circle the appropriate number. 1-8 9 10 11 12 13 14 15 16 17 18

9. Are you now, or have you in the past year, been enrolled in any class or classes anywhere? ____Yes____No

10. If your answer to #9 was Yes, please name the institution or organization:

    _____

11. What are or were the subjects, courses or field of study?_____

    _____

PART II - EDUCATIONAL INTENT

12. The N. C. Community College system has authority to offer classes in several categories. Please indicate the kinds of classes that you might attend:

____Classes leading to a two year degree, or transferable to a 4-year institution

____Classes leading to a vocational diploma (one year or more)

____Skill classes leading to employment or job promotions

____Continuing education classes to expand interests

____Classes leading to a high school diploma

____Recreation programs, lecture and concert series in which student fees cover all costs

____Have no interest in any of the above (skip to # 16)

13. If interested, what subjects or course of study would you like?

_____ _____

_____ _____

14. What is the most convenient time for you to attend class?

____Mornings, ____Afternoons, ____Evenings, ____Weekends

15. How much time would you be willing to spend on such courses?

____1 to 3 months, ____4 to 6 months, ____7 to 9 months, ____1 or more years

16. What factors discourage your attendance at Polk Campus of I.C.C.? (Check all appropriate spaces.)

____No transportation

____Home responsibilities

____No child care services

____Do not offer class I want

____Just not interested

____Currently enrolled elsewhere

____Cost of courses

____Personal problems

____Inconvenient location

____Work schedule doesn't permit

____Time classes are offered

____Day classes are offered

____Been away from school too long

____Unaware of classes offered

____Lack of parking space

____Inadequate provision for my physical handicap

____Other (specify) _____

PART III - POLK COUNTY CAMPUS OF ISOTHERMAL COMMUNITY COLLEGE

17. In the past 3 years, what courses have you taken at or through Polk Campus?

____None, ____Please list those courses: _____

_____

_____

18. If you took courses, were the facilities adequate for the courses taken?

____Yes, ____No. (If No, why not?)_____

_____

19. If you took courses, were the course content and instruction adequate?

____Yes, ____No. (If No, why not?)_____

_____

20. Current Community College policy requires all N. C. residents under age 65 must pay tuition, while all N. C. residents 65 and over attend tuition-free. Do you feel tuition should be charged for everyone who is able to pay, even those over the age of 65? ____Yes, ____No.

21. Do you feel scholarships should be provided for <u>anyone</u> wanting to attend but unable to pay? ____Yes, ____No.

22. Do you feel you have been adequately informed of classes offered by Polk Campus? ____Yes, ____No.

23. Where would you prefer to take classes?

____At the present campus, ____Other location (please specify):

_____

24. A new Polk Campus has been proposed for a site on Highway #108 near St. Luke's Hospital. Would that location be ____more convenient, ____less convenient, ____about the same for you?

25. Do you feel the proposed new facility would make your attendance ____more likely, ____less likely, ____about the same?

Thank you for your assistance!! The Task Force would appreciate any comments you would care to make on the reverse side of this page.

POLK CAMPUS ENROLLMENT PROFILE

Directions: This questionnaire is intended to provide a thorough description of the student body at Polk Campus at the present time. Please answer each question as completely as possible by checking the appropriate blank for for you or by writing legibly the information asked for. All responses and comments will be held in the strictest confidence and will remain anonymous. Note: If you have already completed this questionnaire in another class, complete items 1 and 6 only.

1. Title of this course: _____

   Class meets ____to____ am pm, M T W Th F, for ____weeks.

2. Your tuition status: ____NC resident, ___Non-resident

   ____Over-65 tuition-free_____ Special Group tuition-free.

3. Your age: ____17-28, ___29-40, ____41-52, _____53-64, _____65 or over.

4. Your sex: ____Man, _____Woman.

5. How many years of formal education have you successfully completed? Please circle the appropriate number: 1-8 9 10 11 12 13 14 15 16 17 18

6. How many classes are you currently enrolled in at/through Polk Campus?____

   How many hours of class per week?_____

7. The N.C. Community College system has authority to offer classes in five categories. Please indicate the kinds of classes that might be of interest to you:

   _____Classes leading to an associate degree, or transferable to a 4-year institution

   _____Skill classes leading to employment or job promotions

   _____Continuing education classes to expand interests

   _____Classes enabling one to get a high school diploma

   _____Recreation programs, lecture and concert series in which student fees cover all costs

8. Are you now in a prescribed degree or certificate program? ____Yes ____No

   If yes, what degree/certificate do you hope to earn?_____

   What is your major or field?_____

9. How far do you travel to class, one way?_____miles.

3/12/84
#2

10. How did you arrive today? ___Drove yourself,___Got a ride,___Walked

11. What subjects do you want to study that are not currently offered? (A list of subject areas is available for your review.)

_____ _____

_____ _____

12. Are you currently a resident of Polk County? ___Yes ___No. If Yes, ___years. If Yes, Township of residence?

_____Columbus _____White Oak _____Saluda

_____Green Creek _____Tryon _____Cooper Gap

13. For you, personally, will the proposed new campus location on Highway #108 near St. Luke's Hospital be: _____more convenient, ____less convenient, ____about the same.

14. Please indicate your present employment status: ___employed full time, ____employed part time, ____unemployed, looking for work, ___retired, ____homemaker, ____Other (please specify)_____

15. If you consider yourself part of the workforce, please list any classes or course of study that you feel would help you get a job, get a better job or get a promotion:_____

_____

16. If you are over 65, would you have enrolled in this class if you had been required to pay the normal tuition? ____Yes _____No

Thank You Very Much!! The Task Force solicits your additional comments:

____ _____

_____

_____ _____

_____

_____

3/12/84
#2

ALL SURVEY RESPONSES
HAVE BEEN BOUND
AND ARE AVAILABLE
AT THE
POLK COUNTY LIBRARY,
ALONG WITH
BIOGRAPHICAL SKETCHES OF
TASK FORCE MEMBERS.

POLK COUNTY TASK FORCE

FOR EDUCATIONAL NEEDS ASSESSMENT

- - - - - - - - -

December 1983 - June 1984

- - - - - - - - -

Eleanor Barber
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